DEVELOPING PICTORIAL VOCABULARY DICTIONARY FOR TENTH GRADE STUDENTS OF TECHNICAL OF LIGHT VEHICLE MAJOR SMKN 7 PALOPO

A Thesis

Submitted to the English Language of SI Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo Fulfilment of Requirement for S.Pd Degree of English Education

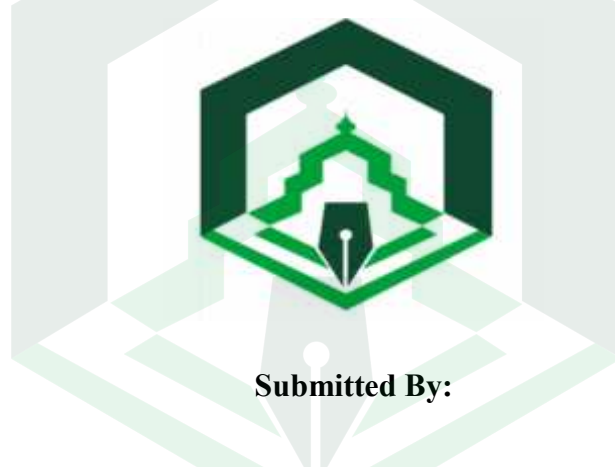**Submitted By:**

NURBINTANG
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ENGLISH LANGUAGE EDUCATION RESEARCH PROGRAM

TARBIYAH AND TEACHER TRAINING FACULTY

STATE ISLAMIC INSTITUTE OF PALOPO

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2021

THESIS APPROVAL

This thesis entitled **"Developing Pictorial Vocabulary Dictionary For Tenth Grade Students of Technical Light Vehicle Major SMKN 7 Palopo"** Which is Written by **Nurbintang, Reg. Number. 16.0202.0169,** S1 English Language Education Study Program of Tarbiyah and Teacher Training Faculty at State Islamic Institute of Palopo, has been examined and defended in Munaqasyah session which is carried out on **Thursday, 25th March 2021,** coincided with **10th Syakban 1442 H,**it is authorized and acceptable as partial fulfillment for **S.Pd.** degree in English language teaching.

<div align="right">

Thursday,25th of March 2021
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COMMITTEE OF EXAMINATION

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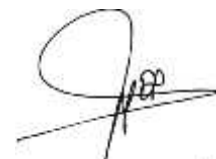Demikian disampaikan untuk proses selanjutnya.

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HALAMAN PERSETUJUAN T1M PENGUJI

Skripsi berjudul Developing pictorial vocabulary for tenth grade students of technical light vehicle major SMKN 7 Palopo yang ditulis oleh Nurbintang Nomor Induk Mahasiswa (NIM) 16 0202 0169, Mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palopo, yang telah diujikan dalam seminar hasil penelitian pada hari Rabu, tanggal3 Maret 2021 Rajab 1442 hijriah telah diperbaiki sesuai catatan dan permintaan Tim Penguji. Dan dinyatakan layak untuk diajukan pada sidang ujian munaqasyah.

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Palopo, 22 April 2021

Yang membuat pernyataan

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بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيم

الحَمْدُ للهِ رَبِّ العَالَمِيْنَ ، وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الأَنْبِيَاءِ وَالمُرْسَلِيْنَ ، نَبِيِّنَا وَحَبِيْبِنَا

مُـحَمَّدٍ وَعَلَى آلِهِ وَصَحْبِهِ أَجْمَعِيْنَ ، وَمَنْ تَبِعَهُمْ بِإِحْسَانٍ إِلَى يَوْمِ الدِّيْنِ, أَمَّا بَعْدُ

In the name of Allah SWT, the Most Gracious and Merciful, King of the Universe and Outer Space. Alhamdulillah, the researcher was able to complete this research as one of the requirements for completing studies at the IAIN Palopo English Education Department. This research will not be completed without the support, guidance, and assistance of individuals and institutions. Therefore, the researcher would like to give special thanks to:

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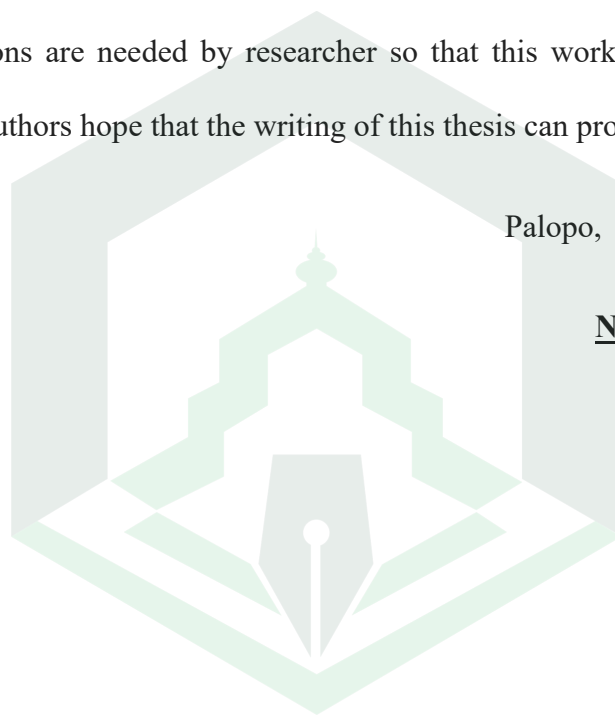
Researcher realize that nothing is perfect. Therefore, constructive criticism and suggestions are needed by researcher so that this work can be even better. Finally, the authors hope that the writing of this thesis can provide benefit

Palopo, 25 February 2021

Nurbintang

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ABSTRACT

Nurbintang, 2021,"*Developing Pictorial Vocabulary Dictionary for Tenth Grade Students of Technical of light vehicle Major SMKN 7 Palopo"*.The thesis of English Language Education Research Program Faculty of Tarbiyah and Teacher Training, State Islamic Institute of Palopo. They were supervised by Sahraini and Dewi Furwana.

This research is about pictorial vocabulary dictionary for Technical of light vehicle. The research question is How to develop the appropriate pictorial vocabulary dictionary for tenth grade students of technical of light vehicle major at SMKN 7 Palopo?. The purpose of this research was to develop pictorial vocabulary dictionary for tenth grade students of the technical of light vehicle major at SMKN 7 Palopo. The method used in this research is the R&D method. The subject in this research were 56 students of SMKN 7 Palopo.The researcher gave questionnaire to 15 respondents from class tenth grade students of technical of light vehicle. Researcher develop products using Addie model. Addie model consists of 5 development steps, namely (1) needs analysis, (2) design, (3)development (4) implementation, and (5) evaluation.The product in this research is pictorial vocabulary dictionary.The contents of the pictorial vocabulary dictionary consist of images of technical of light vehicle, technical of light vehiclel vocabulary, phonetic symbols.The structure of the pictorial vocabulary dictionary consists of a cover, a foreword, a table of contents, an introduction, technical of light vehicle vocabulary, technical of light vehicle drawings, and phonetic symbols and light vehicle engineering functions, and reference. This product is considered useful for tenth grade students of technical of light vehicle at SMKN 7 Palopo. This can be seen from the assessment given by 3 experts, namely linguists, material experts and layout experts with a score of 4.25. In the interval, this category "very good". from the results of students' perceptions also got a score of 4.38. In the interval, this category gets "Good."

Keywords: Pictorial, Vocabulary, Dictionary, R and D Method

CHAPTER I

INTRODUCTION

A. Background

Vocabulary is one of the language components that is a very important thing besides other language components. Without vocabulary, people will not be able to say anything. People with large vocabulary are more proficient in language skills than people with little vocabulary. Large vocabulary makes a significant contribution to almost all of the aspects of language. "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed".[1]When people have a large amount of vocabulary, people can express their idea precisely, and of course, it is very helpful for them, whether in listening, speaking, reading, or writing skills. While"if language structures make up the Skelton of language then it is vocabulary that provides the vital and organ and the flesh". it shows that vocabulary is very important, even though people have good ability in structures, but they do not have enough vocabulary to express their idea, the structures are useless.[2]

English is thought in almost all of the Indonesian schools, even though every level has different status and purpose it has been mentioned the Ministry of education number 19 2005 National standard of education that the elementary schools, English are taught as local contents, it means that the students learn. English if it is relevant to local needs and regional conditions. it is different with junior and senior high schools that English is taught as a compulsory subject,

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[1]David Wilkins, *Basic Vocabulary for Competitive Examinations* (india, 2009).

[2]Jeremi Harmer, 'Vocabulary for Upper-Intermediate to Advanced Students', 1991, 54.

every student of junior and senior high school must learn English, students are expected to have the ability in listening, speaking, reading and writing. While in university, students learn English as complementary to have a good command of English and participate in various academic activities. However many students in many schools now have a very limited vocabulary, they have very little vocabulary especially in SMKN 7 Palopo.

Based on the observations that the researcher did on April 24, 2019, at SMKN 7 Palopo, the researcher found several problems that resulted in students' vocabulary being very low. at the time of observation, the researcher interviewed an English teacher name Diah Ayu, S.Pd and she said that her constraints when teaching English were: lack of learning media and school facilities, then she also said that students lack interest in learning English so the student does not focus on learning, then after that researcher entered into a class that is 10th grade majoring in the technical of light vehicle and giving a question about the obstacles faced in learning English. and they said that they did not understand at all when the teacher explained using English and when they were given the assignment they were unable to do it, students said that they were so lacking in vocabulary that when the teacher gives them the task of doing it hard. Students were also seen at that time not using the dictionary at all in learning other than the teacher manual.[3]

The problem above must be solved because it is difficult for students to go to the next level if there still a lack of vocabulary. Based on this phenomenon, the researcher would like to conduct research developing a media pictorial vocabulary

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[3] Diah Ayu, 'Observasi & Wawancara' (Palopo, Palopo, 2019).

dictionary to help students more easily in mastering vocabulary so that researcher can achieve better results, this Pictorial vocabulary dictionary is also easier for teachers to deliver the material. Because this pictorial vocabulary dictionary contains English vocabulary and pictures become students easily to know vocabulary because it is equipped with pictures, besides that researcher hopes that the media Pictorial vocabulary dictionary can provide a learning media at SMKN 7 Palopo.

Based on the background described above, this research was conducted to determine the vocabulary abilities of students by developing a media pictorial vocabulary dictionary. This research was shown to 10th-grade students of technical of light vehicle major SMKN 7 Palopo with the title "Developing pictorial vocabulary dictionary for 10th grade students of technical of light vehicle major SMKN 7 Palopo.

B. Identification of The Problem

Based on the background of the problem, several problems can be identified as follows:

1. Lack of learning media in SMKN 7 Palopo

2. Students lack focus when learning takes place

3. Lack of student interest in learning English

4. Students did not understand at the time the teacher explained using English

5. Students have very low vocabulary

C. Delimitation of The Problem

Based on the identification of the above problems, the researcher solved the problem and focused on developing pictorial vocabulary dictionary media to improve the ability English vocabulary for 10th-grade students of technical of light vehicle Major at SMKN 7 Palopo

D. Formulation of Problem

Based on the background, the researcher formulates the problem statement as follow:

"How to develop the appropriate pictorial vocabulary dictionary for tenth-grade students of technical of light vehicle Major at SMKN 7 Palopo?"

E. The Objective of The Research

Based on the formulation of the problem can be stated the objective research is to develop a pictorial vocabulary dictionary for 10th-grade students Technical of light vehicle major at SMKN 7 Palopo.

F. Benefit of Research

The research development of pictorial vocabulary dictionary is expected to provide the following benefits:

1. For students

   a. As a source of independent or group learning

   b. Help students master English vocabulary easily

2. For the teacher

   As one of the media that can be used by teachers in English vocabulary learning.

3. For researcher

The benefit of research developing Pictorial vocabulary dictionary for researcher is to add insight, knowledge, and skills in making a learning media.

G. Product Spesifications Developed

1. Pictorial vocabulary dictionary media in the form of print media in the form of a pictorial vocabulary dictionary.

2. Pictorial vocabulary dictionary contains English vocabulary and pictures related to vocabulary to make it easier for students to know English vocabulary.

3. How to use Pictorial vocabulary dictionary by reading the vocabulary and then looking at the picture first to find out the vocabulary. because in Pictorial vocabulary dictionary already equipped with English style translation then there is the picture.

4. Pictorial vocabulary dictionary is intended for 10th-grade students of technical of light vehicle major SMKN 7 Palopo

H. Assumptions and Delimitation of the Research

A. Assumptions

a. Pictorial vocabulary dictionary media developed contains English vocabulary and pictures to increase students' knowledge.

b. Pictorial vocabulary dictionary media developed can be one of the media that can support English vocabulary learning for 10th-grade students of technical of light vehicle major SMKN 7 Palopo.

B. Delimitation

Pictorial vocabulary dictionary only intended for 10th-grade students of technical of light vehicle major SMKN 7 Palopo.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

In writing this thesis, the researcher found research related to this research as follows:

Dewi Ismarwati (2004), The purpose of this research is to Development pictorial dictionary making non-alcoholic drinks and Alcholic for tenth grade students of SMKN 4 Yogyakarta by using Research and Development (R&D) research with reference to the 3D model (Define, Design, and Develop). The results of this research indicate that there is an increase in student learning outcomes after using a dictionary with a picture of non-alcoholic drinks and alcoholic drinks. This is marked by the assessment of the results of validation tests and product tests by media experts, material experts, and subject teachers, student assessments are included in the good category with a value of 1.00 for material experts 0.958 for media experts, and 1.00 for media experts. and 1.00 for media experts. subject teacher, student assessment with a value of 3.86. The results of this research indicate an increase in student learning outcomes by using a pictorial vocabulary dictionary with a calculation of the score of 0.84 which is included in the high category. Dewi Ismarwati's research similarities with the research conducted by researcher are the same as developing pictorial vocabulary dictionary. the difference lies in the content and the subject under research. The researcher developed pictorial vocabulary dictionary for

technical light vehicle while Dewi Ismarwati developed pictorial vocabulary dictionary for catering services.[4]

Dewi Mekar Rizki (2011), this research aims to develop a pictorial dictionary of Arabic for students of the Ibtidayyah madrasah. This research uses R&D research with development procedures carried out in five stages, namely: (1) needs analysis, (2) material selection, (3) dictionary product development, (4) validation, and (5) revision. The results of this research indicate that the development of the Arabic pictorial dictionary is feasible to use. Shows that there is a product validation test by material experts and media experts. From the results of the validation test by material experts and media experts as a whole, they get a valid qualification score and from the results obtained by the media expert they get a fairly valid qualification score. After revising the product, a field test was carried out. The results of data analysis were obtained by teachers and students learning Arabic to obtain valid qualifications. Thus it can be said that the qualification of the Arabic dictionary product being developed is valid. The similarity of Dewi mekar riski research with the research conducted by the researcher is to develop pictorial vocabulary dictionary using the Addie model. the difference lies in the content. research on Dewi Mekar Rizki developed pictorial vocabulary dictionary in Arabic, while researcher developed pictorial vocabulary dictionary in English specifically for technical light vehicle.[5]

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[4]Dewi Ismarwati, *Development Pictorial vocabulary dictionary Making Non-Alcoholic Drinks and Alcoholic for 10th Grade Students of SMKN 4* (Jakarta, 2004).
[5]Dewi mekar Rizki, *Developing Pictorial Dictionary Language Arabic for Students of Madrasah Ibtidayya:* (Malang, 2011).

Mahendra Dhenis Helmy (2015), this research aims to develop a vocabulary dictionary of Indonesian-Javanese using the R and D research methods. Product testing involves Javanese learning experts getting an average product worth 71.3 (feasible), media experts get score 93.1 (very good), practitioners get a score of 86.4 (very good), and students get a score of 94.6, so it can be said that the results of this research indicate that the Indonesian-Javanese pictorial vocabulary dictionary is feasible to use and can add to the vocabulary students.

Similarities between Mahendra's research and research conducted by researcher are the same as developing pictorial vocabulary dictionary using the R and D method. The difference is that Mahendra develops an Indonesian-Japanese vocabulary dictionary for elementary schools, while the researcher develops pictorial vocabulary dictionary for technical light vehicle.[6]

Based on the literature review that has been carried out, it can be concluded that research on the development of pictorial vocabulary dictionaries has been carried out, but the development of pictorial vocabulary dictionaries specifically for technical light vehicle has not been found. therefore, to complement the existing. This research intends to develop a pictorial vocabulary dictionary specifically for technical of light vehicle

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[6]Mahendra Dheynis Helmy, *Development of an Indonesian Javanese Vocabulary Picture Dictionary to Support Javanese Language Learning of SD Negeri Wonokoyo.* (Malang, 2015).

B. Theoretical Reviews

1.1. Vocabulary

a. Definition of Vocabulary

Vocabulary is the word we teach in the language first[7]. Unlike Barnhart interpreted vocabulary as 1). Words used by people, class people, professions, etc. 2) Collection or list words, usually in alphabetical order and defined.[8] Vocabulary is 1). All words are contained in a language, 2). The wealth of words owned by readers or writers, 3). Words used in the field of science, 4). List of words arranged like a dictionary and a brief explanation[9]. Whereas the vocabulary expressed by Richards and Webber is a set of lexemes that includes single words, compound words, and idols, while Valetta suggests that vocabulary is a word or group of words that have certain meanings.[10]

From the definition stated above, it can be concluded that vocabulary is a collection of words or phrases that are usually arranged in a sequence that has meaning for use in language and communication.

b. Types of Vocabulary

There are two types of vocabulary namely active vocabulary and passive vocabulary. Vocabulary activates vocabulary that has been agreed upon or learned by students and which they are expected to use. While passive

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[7]Penni Ur, *A Course in Language Teachin* (camridge university press, 1991).

[8]Barnhart and A. Cynthia, 'The Facts On File Student's Dictionary of American English', 2008.

[9]Soedjito., *Keterampilan Menulis Paragraf, Remaja Rosda Karya* (bandung, 2009).

[10]Richards and Webber, *Longman Dictionary of Applied Linguistic* (England, 1985).

vocabulary opposes vocabulary that is not often used by students but can be identified and resolved in both textual and oral contexts.[11]

Good (1959), which can be divided into four types, namely: oral vocabulary, vocabulary writing, vocabulary listening, and vocabulary reading. Oral vocabulary responds to two words someone uses in expressing active and verbal ideas. Writing approved vocabulary on words commonly used in approving. Listening to challenging vocabulary words that can be discussed by someone compilation is heard. Read the approved vocabulary in two words that can be recognized as a compilation he supports in written form.[12]

Based on the explanation above, it can be concluded that there are many types of words that we can get in language skills, namely word types, writing, reading, reading words, and also active and passive words

1.2. Vocational High School

a. Definition of Vocational High School

Vocational education is education designed to develop skills, abilities, understanding, attitudes, work habits, and appreciation needed by workers to enter work and make progress in meaningful full, and productive work[13]

Vocational High School is an educational program that is directly related to the preparation of a person for a particular job or the preparation of an additional one's career.[14]

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[11]Jeremy Harmer, *The Practice of English Language Teaching* (New York: Longman, 2001).
[12]Good, *Dictionary of Education* (New York, 1959).
[13]P.K Adhikary, *No Title*, *Reformasi Pendidikan Untuk Menghubungkan Pengembangan Keterampilan Dengan Pekerjaan Di Nepal. Dalam M. SINGH Mengintergrasikan Pendidikan Dan Pelatihan Untuk Pekerjaan Yang Layak Pemberdayaan Dan Kewarganegaraan* (Hambrug, Germany, 2005).

b. **Technical of Light Vehicle Major**

Technical of light vehicle is the research of land transportation tools that use engines, especially cars, which began to develop as a branch of science along with the creation of car engines. During its development, the car is increasingly becoming a complex means of transportation consisting of thousands of components belonging to dozens of systems and subsystems. Therefore, technical of light vehicle has developed into a broad science and includes all systems and subsystems.[15]

Technical of light vehicle, which used to be Automotive Engineering, equips students with light vehicle science to be able to carry out maintenance and repair of car components independently, maintain and repair cars according to the standards set by the factory, maintain and repair cars in workshops or companies where where he works, and creates new jobs for himself and others.

The objective of the light vehicle engineering competency is to equip students with the knowledge, attitudes, behavior and skills to be competent in: 1). The field of competence for technical of light vehicle expertise is provided, so that it is able to develop and apply in its work independently and can fill job vacancies in the business world and the industrial world as a reliable middle-level workforce. 2). Have character, be able to compete and develop a professional attitude in the competence of technical of light vehicle expertise.

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[14]Wardiman Djojonegoro, *Pengembangan Sumberdaya Manusia Melalui Sekolah Menegah Kejuruan* (Jakarta Agung, 1998).
[15] Dian Adriyanto, 'Pengelolahan Bengkel Tehnik Kenderaan Ringan Di SMK Bersertifikat ISO' (Universitas Muhammadiyah surakarta, 2012).

3). Creating own employment or entrepreneurship in the field of competency in light vehicle engineering expertise. 4). Continuing to a higher level of education according to the competencies they have.[16]

1.3. Media

In teaching vocabulary, teachers need media that can make students master vocabulary. By using media, the learning process runs more smoothly.

a. Definition of Media

Media are all forms of utilization for the process of delivering information[17]. Media as a component of learning resources that can stimulate students in learning.[18] Media that art can be manipulated, seen, heard, and can be read with instruments that are good in the teaching process. therefore, it can affect the effectiveness of the learning program.

Based on the above assumptions, researcher define media as a source in the teaching and learning process that can help communicate well to obtain learning goals.

b. Function of Media

Using a tool is very useful to actively assist the learning process in the classroom, especially to improve learning achievement, while the learning theory is known that the interaction between students who are learning with resources can influence the learning process[19] Whereas there are two factors of

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[16] Abdurrahman, 'Upaya Mengurasi Kelelahan Dalam Kompetensi Keahlian Otomotif Di Sekolah Menengah Kejuruan Dengan Uji Model Tidak Kontinyu', *Jurnal Pendidikan Dan Kebudayaan*, vol.21, No (2015).

[17] Ahmad Rohany, *Pengelolahan Pelajaran* (jakarta: PT Rineka Cipta, 1991).

[18] Arsyad Azhar, *Media Pengajaran* (Jakarta: PT. Rineka Cipta, 2004).

[19] Azhar Arsyad, *Media Pembelajaran* (jakarta: PT Raja Grafindo Persada, 2015).

media function, namely: internal factors and external factors. Internal factors such as attitude, lifestyle, feelings, likes, dislikes, abilities, and experiences. if students are not interested in learning. Automatically difficult to follow the learning process, while external factors stimulate outside students. Especially in listening and seeing. as an external factor, media can be used to improve student learning efficiency because it has the potential and ability to stimulate the learning process[20]

Based on the explanation above, it can be concluded that the use of media in learning is very helpful in the learning process, by using media students will get a lot of experience and can motivate students more precisely

1.4. Dictionary

a. Definition of Dictionary

Dictionary is a reference book that contains a list of words or combinations of words with information about various aspects of their meaning and their use in language, usually arranged alphabetically.[21]

In the American Every Dictionary it is mentioned that the dictionary is a book containing words from a language, usually arranged alphabetically, accompanied by an explanation of the meaning of the words, spelling, and so on

Dictionary as a reference book contains a list of words contained in a language, arranged alphabetically, accompanied by information on how to use the word.[22]

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[20]ahmad rohani, *Media Instructional Edukatif* (jakarta: rineka cipta, 1997).
[21]Harimurti Kridalaksana, *Kamus Linguistik* (Jakarta: Gramedia, 1993).

C.C Berg in the book Manual of Lexicography defines the dictionary as a systematically compiled list of linguistic forms of the speech habits of a speech society.

Based on the understanding of the dictionary put forward by some experts above can be concluded several things as follows.

The dictionary includes reference books that contain words or combinations of words from a language. The words are arranged alphabetically, These words are given information about their meaning and usage, In addition to the word given the meaning, also described what was said its spelling, spelling, and various other things, Information about the meaning is also given in other languages.

b. Pictorial Dictionary

Pictorial dictionary is a collection of lists of words and pictures that can provide a more concrete explanation of something than just using words[23]. Meanwhile, according to (Annehira, 2013: 4) The pictorial dictionary is a reference book that contains words equipped with pictures and explanations related to existing images[24]. The pictorial dictionary prioritizes the clarity of the images displayed with explanations so that students can more easily understand the lessons presented.

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[22]Keraf, *Bahasa Indonesia. Tata Bahasa* (Nusa Indah: jakarta, 1984).

[23] Asnawir, Usman Basyiruddin, *Media Pembelajaran*, Ciputat Pers, (Jakarta Selatan, 2002)

[24] Anneahira. 2013. "Pengertian Kamus Elektronik Bergambar". Tersedia pada http://www.anneahira.com/kamusistilah.htm (diakses tanggal 2 April 2021)

The pictorial dictionary usually has two languages, namely English and Indonesian, which are equipped with pictures.[25]

c. Kinds of Dictionary

Dictionary consists of 3 kinds namely the Equatorial dictionary, Bilingual dictionary, and Multilingual Dictionary. 1) Equatorial Dictionary, this dictionary uses only one language. The words (entries) that are explained and the explanation are composed of the same language. This dictionary has a clear distinction from the bilingual dictionary because compilation is based on corpus data verification. This means that the definition of meaning to words is based on the meaning given in the example sentence which contains related words. Examples of the Monolingual dictionary are the Large Indonesian Dictionary (in Indonesia) and the Council Dictionary (in Malaysia). 2). Bilingual Dictionary, this dictionary uses two languages, i.e. the input words from the language that was assumed to be given the equivalent of defining definitions using another language. For example, English-Indonesian Dictionary, Oxford Dawn Bilingual Dictionary (English-Malay; Malay-English), 3) Multi-Language Dictionary, this dictionary uses at least three or more languages. For example, Malay and English words simultaneously. An example of a multi-language dictionary is the Malay-Chinese Dictionary[26]. Different from the opinions of the Language Center of the Ministry of National Education (2002). The dictionary consists of 3 kinds, namely a mini dictionary,

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[25] I Wayan Santayasa, *Landasan konseptual media pembelajaran*. Diakses dari http://file.upi.edu/Direktori/FIP/JUR. PEND. LUAR SEKOLAH/194704171973032-MULIATI PURWASASMITA/ME.pada tanggal 2 April 2021, jam 19.48 WIB.

[26]Yuen Boon Chan dan Choo Puay Hin, *Impian Di Pelabuhan* (kuala lumpur: Dewan Bahasa dan Pustaka, 2004).

a small dictionary, and a large dictionary, (1) Mini Dictionary, this dictionary is now difficult to find. This dictionary is also known as a pocket dictionary because this dictionary can be stored in a pocket. This dictionary has a thickness of less than 2 cm, (2) Small Dictionary, Small dictionary commonly found. This is an easy dictionary to carry. Oxford Dawn Bilingual Dictionary (English-Malay; Malay-English), (3) Large Dictionary, this dictionary contains all the lexical found in one language. Every word is explained in full. Usually, the size is large and not suitable for carrying. For example the big Indonesian dictionary.[27]

d. The Steps in Developing Pictorial vocabulary dictionary

The preparation of the dictionary through the procedure as below:

1. Dictionary design

In this ranking, the dictionary compiler must determine the case as below:

1. Purpose of Compiling the Dictionary

2. Work Approach

After that, the dictionary compiler will start collecting the necessary materials such as its constituent forces, capital, computers, and other equipment.

2. Corpus data development.

Only words that have been used by students will be added to the dictionary. So with that, the dictionary compilation forces will read some works to get the citation words that will be included in the dictionary later.

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[27]National Education Association, 'Preparing 21st Century Students for a Global Society: An Educator's Guide to the "Four Cs', 2002 <https://www.nea.org/assets/docs/A-Guid-to-Four-Cs.pdf> [accessed 11 December 2019].

These words will be recorded on the card, one word on one card, and these cards are arranged in alphabetical order. All words that have appeared in the work that is read will be recorded. This work is hard work, but today it is made easy with the help of computers.

3. Allowance and data submission

This procedure is very important. Every word that has been recorded will be arranged alphabetically. If not, then the dictionary becomes useless because it will be very difficult to find the meaning of a word. Manually, this work can be done by noting the quote words on the card, one word one card, so that these words can be arranged easily. After that, the cards will be stored in the catalogue.

4. Data processing

After the words are collected and alphabetized, this data must be analyzed. In this ranking, the dictionary compiler will classify these words to:

1. Unnecessary words

2. New words

3. Neologism words (New words that are rarely used)

4. Words that change the meaning.

After that, the dictionary compiler will discard unnecessary words, document neologism words, and make new words and words that change the meaning to the rank of "giving meaning"

5. Giving meaning

Giving meaning means explaining the meaning of a word. This can be done using semantics and pragmatics. The dictionary compiler can use reference material such as an existing dictionary, glossary, and so on to find the meaning of a word.[28]

Dictionary there are several stages of activities that must be followed by compilers of dictionaries. The stages of this activity are preparation, data collection, data processing (alphabetical re-examination, data selection, data classification, definitive giving, defining the results of the definition), typing the master card, typing the script, correcting the text, trying to print, try printing correction, reproduction print dictionary.[29]

From the two opinions above the researcher concluded that in developing a dictionary the important stages that must be carried out were data collection, data processing, data selection, filling and presentation of words, dictionary design, trial prints, and dictionary reproduction. Besides that, researcher must pay attention to the spelling used in the dictionary, word-class symbols and dictionary forms must be practical for dictionary users

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[28]Noah Webster, *Dictionary of The English Language* (American, 1843).
[29]Anik Widayati, 'Penyusunan Kamus Sederhana', 2012
<https://www.kompasiana.com/nikdanhan/551215578311c353bc5fae/penyusunan-kamus-sederhana> [accessed 20 July 2019].

1.5. Models in Developing

a. ADDIE

This model of developing the product (ADDIE: 1990 by Raiser & Mollenda), is stand for five words. They are **A**nalysis (needs, requirement, tasks and participants' current capabilities) **D**esign (learning objectives delivery format, activities, and exercises), **D**evelopment (create a prototype, develop course materials, review, pilot session), **I**mplementation (training implementation, tools in place and observation), and **E**valuation (awareness, knowledge, behaviour, and result).
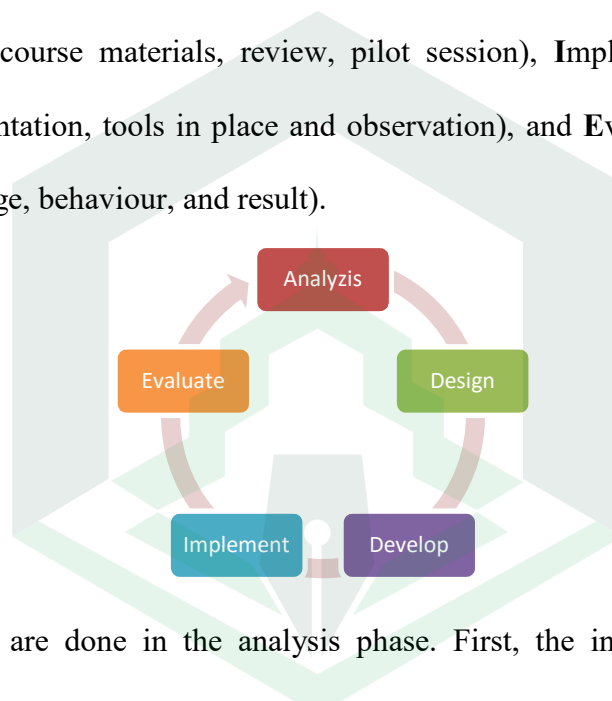
Analysis

Some are done in the analysis phase. First, the instructional problem should be clarified. Second, the instructional goals and objectives are established. Finally, the learning environment and the learner's existing knowledge and skills are identified.

Design

The design phase deals with the learning objectives, assessment instruments, exercises, content, subject matter analysis, lesson planning, and media selection. This phase should be systematic and specific to show a brief view of the goal.

Development

The development phase is where instructional designers and developers create and assemble the content assets that were blueprinted in the design phase.

Implementation

During the implementation phase, produce for training the facilitators and the learners are developed, the training should cover many things the course curriculum, learning outcomes of delivery, and testing procedures.

Evaluation

The evaluation phase consists of two parts: native and summative. The formative evaluation is present in each stage of the ADDIE process. Meanwhile, the summative evaluation consists of tests that are designed for domain-specific criterion-related reference items. It provides opportunities for feedback to the identified users.[30]

b. Borg and Gall

Style of developing worksheet is consist of ten steps:1) Research and Information Collecting (review of literature, classroom observation, and preparation of the report of the state heart) 2)Planning(defining skill, stating objectives, determining course sequence and small scale feasibility testing 3) Develop Preliminary form of product (Preparation of instructional materials, handbooks and evaluation devices), 4)Preliminary Field Testing (conducted in from to 3 schools, using 6 to 12 subjects, interview, observational and

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[30]Raiser and Mollenda, *ADDIE Approach* (New York, 1990).

questionnaire data collected and analyzed), 5) Main Product Revision (revision of product a suggested by the preliminary field test result,6) Main Field Testing,7) Operational Product Revision,8) Operational Field Testing,9) Final Product Revision, 10) Dissemination and Implementation.[31]
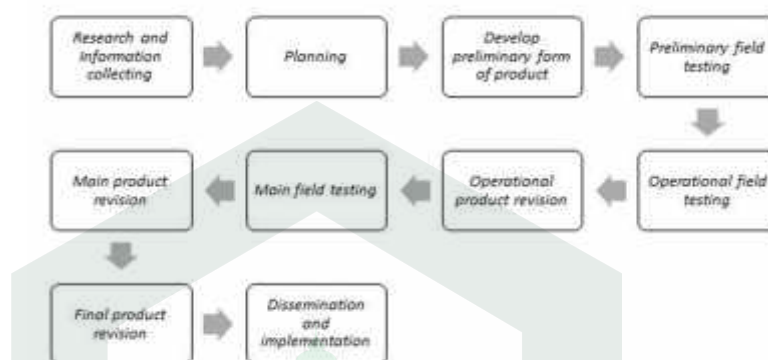
c. The Dick and Carey Design Model

The Dick and Carey model involves all of the phases described previously intheADDIEmodel which starts with the identification of instructional goals and ends with the summative evaluation. This model is are suitable for a variety of content areas including primary and secondary school as well as businesses and governments. Figure 2 below illustrates the Dick and Carey instructional design model:
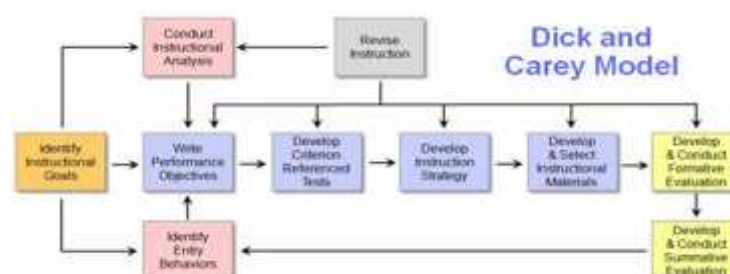
There are 9 phases in the Dick and Carey model. They are (1)

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[31]W. R Borg and M. D Gall, *Educational Research: An Introduction, Fifth Edition* (New York: Longman, 1983).

identifying the instructional goal; (2) conducting the instructional analysis; (3) identifying the entry behaviours and learner's characteristic; (4) writing the performance objectives; (5) developing the criterion-reference tests items; (6) developing the instructional strategy, (7) developing and the selecting instructional materials; (8) developing and conducting the summative evaluation.

d. The Jerold Kemp Design Model

Kemp utilizes all factors in the learning environment including subject analysis, the learners' characteristic learning objectives teaching activities, recourses will be utilized, support services requires as well as evaluation. This model allows for constant revision to occur. figure 5 below illustrates the Jerold Kemp instructional design model:
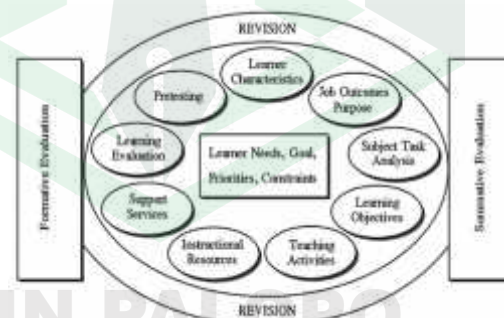
e. The Knick and Gustafson Design Model

The Knick and Gustafsonmodel differ from the three phases in the Hannifinand Peck model. In this model, there are individual processes or steps involved in each stage. In fact, like the model of Hannifin and Peck, there are three phases in this model. They involve problem determination Design and development. Problem determination involves the identification

of a problem and the setting of goals. Besides, the development of objectives
and strategy specifications are included in the design stage. Development is
where the materials are developed. Figure 4 below illustrates the Kirk and
Gustafson instructional design model:
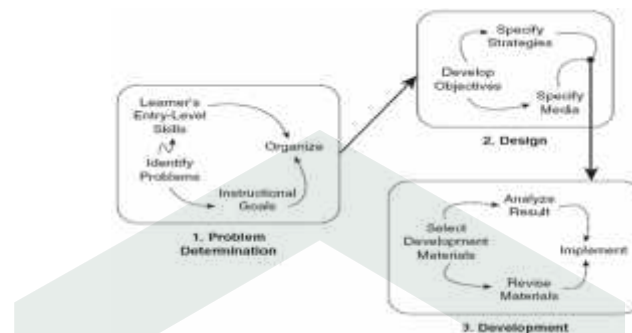
f. The Gerlach and Ely Design Model

The Gerlach and Elymodel is a prescriptive model that is well suited to
primary, secondary, and higher education sectors. This model includes
strategies for selecting and including multimedia during the instruction. Itis a
model that is suitable for beginning instructional designers whose subject
matter and expertise arena context-specific areas. Figure 6belowillustratesthe
Gerlachand Elyinstructional design model:
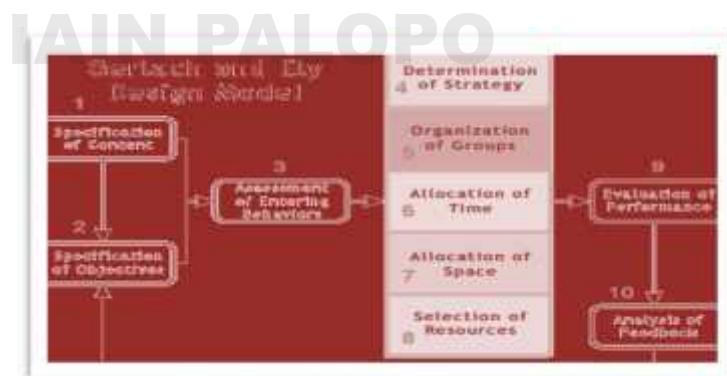
g. Hannafin and Peck

The Hannafin Peck (1987) Design model process. In the first phase, a

need assessment is performed. The second phase is the design phase which should design the product based on the need analysis. In the third phase, instruction is developed and Implement. In this model, all phases involve a process of evaluation and revision.
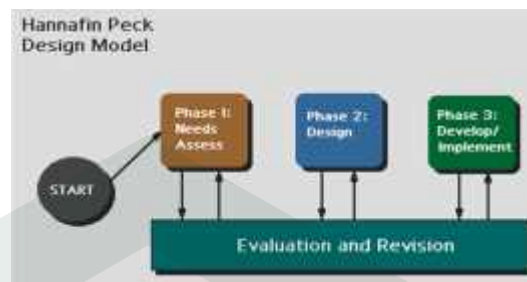
Finally, based on the explanations above, this research adopted the ADDIE as the instructional design Model. The ADDIE model is easier and less complicated than the other instructional design model. Moreover, the ADDIE model is the basic model that is used as a source in developing other instructional design models.

B. Conceptual Framework

So that this research can run by the objectives, the researcher compiled a framework related to the title of this research, namely "Developing pictorial vocabulary dictionary for 10th-grade students of technical of light vehicle major SMKN 7 Palopo". The thinking framework aims to explain the stages of research during the research process using the basis of the research that has been made. In this research, the researcher used Research and development research with the ADDIE model. Below is scheme 2.1

```
┌─────────────┐        ┌─────────────────┐
│  Research   │ ─────► │   Observation   │
│             │        │  and interview  │
└─────────────┘        └─────────────────┘
                                │
                                ▼
┌─────────────────┐    ┌─────────────┐    ┌──────────────┐
│ Collect, Analysis│   │    Need     │    │   Students   │
│    and make     │    │  Analysis   │◄──►│  Want, lack, │
└─────────────────┘    └─────────────┘    │  necessity   │
        ▲                     │           └──────────────┘
┌─────────────────┐    ┌─────────────┐
│   Resourcing    │◄── │  Make a     │
│ product& Creating│   │   plan      │
└─────────────────┘    └─────────────┘
        │
        ▼
┌─────────────────┐
│   Validating    │
│                 │
│    Experts      │
│                 │
│   students      │
└─────────────────┘
        │
        ▼
┌─────────────┐
│   revision  │
└─────────────┘
        │
        ▼
┌─────────┐  ┌──────────┐  ┌──────────┐  ┌──────────────┐
│  Final  │► │ Try out  │► │  Result  │► │   Student    │
│ product │  └──────────┘  └──────────┘  │  perception  │
└─────────┘       │                      └──────────────┘
                  ▼
        ┌─────────────────────┐
        │ Class 10ᵗʰ grade student│
        │  of Technical of light │
        │ vehicle Smkn 7 palolo  │
        └─────────────────────┘
```
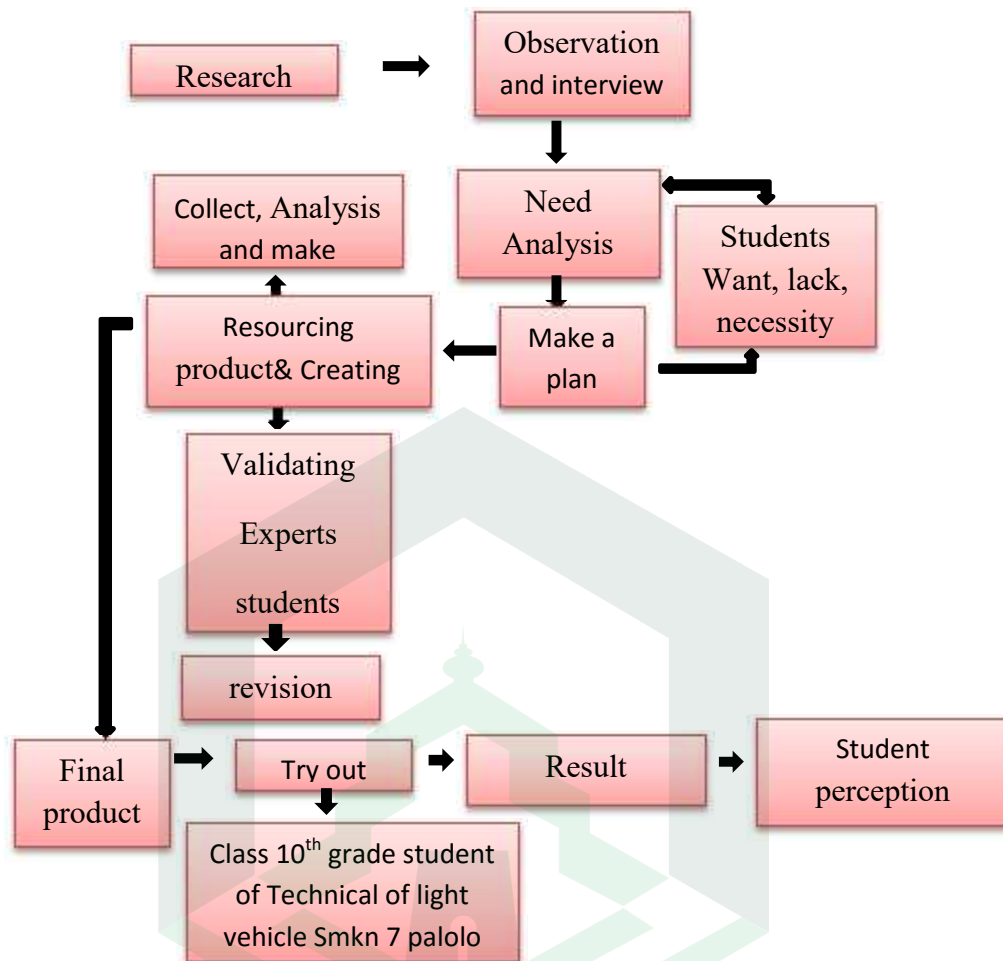
1. Research Target

Here, the researcher chooses the objective of the research based on the problem that happened. In this research, the problem which happened refers to the vocabulary skills in 10th-grade students of Technical of light vehicle Major SMKN 7 Palopo.

2. Observation and Interview

To get sufficient data about student's problems in vocabulary subjects, Researcher observe classes and interview students and also seek information

from the teacher to make sure about the difficulties faced by students in understanding vocabulary lessons.

3. Need analysis

This step is the first scheme in the ADDIE model. This is called analysis. In the analysis, the researcher divided the questionnaire containing the shortcomings, desires, and questions needs. (Nation & Macalister: 2010) it aims to find out students learning needs are also learning targets.

4. Make a plan

In the ADDIE model, make a plan called Design. Here, researcher focus on designing (Lesson plans) for students based on data obtained from the need analysis.

5. Resources and Making a product

At this step, Resources and making products are called development. Here is the researcher collects material from analyzing it (to find out about conformity) material with the student level. After that, researcher make a product media pictorial vocabulary dictionary. The researcher will validate this Pictorial vocabulary dictionary for experts and students before applying this product to the real class (Try out).

6. Final product

The final product in this research was gotten from the result of expert judgment and student validation. The final product in this research has passe

two kinds of material validation above (Expert judgment and student validity). [32]

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[32]Mecalister Nation, *Model of Language Curriculum Design* (new york, 2010).

CHAPTER III

RESEARCH METHODS

A. Development Model

In this research, there are five steps in developing the vocabulary materials adopted from the ADDIE model and become the researcher's guide in developing the pictorial vocabulary dictionary. ADDIE stands for Analyze, Design, Develop, Implement and Evaluate

B. Procedure of Development

Below is schema 2.2. of the ADDIE model to used Develop the Learning material:
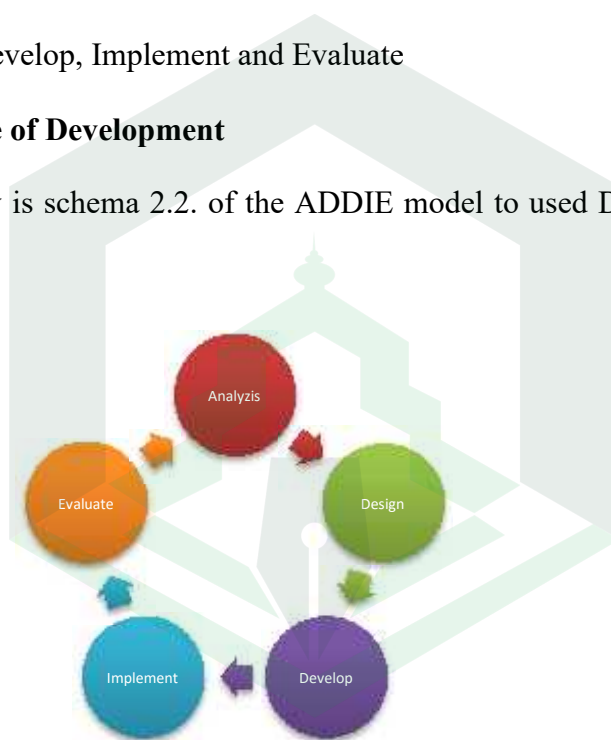
Analysis: The researcher must be able to know the shortcoming, desires, and needs of students. To find out, the three components contained a questionnaire given by the researcher. Also, this questionnaire aims to find out about student's competence, student learning skills, student knowledge in previous vocabulary learning.

Design: In making learning media specifically for vocabulary learning, the researcher makes a pictorial vocabulary dictionary for tenth-grade students of a

technical of light vehicle. This pictorial vocabulary dictionary is designed to facilitate teachers and students when learning vocabulary. This pictorial vocabulary dictionary only contains vocabulary and pictures about the technic light vehicle and its meanings.

Development: Focuses on developing the material. The development here consists of 1). Gathering materials, 2). Integrating materials, 3) Translating the pictorial vocabulary dictionary for technic light vehicle, 4) Validating, validation using two ways, the first method using experts and the second method is student validation.

Implementation: Validated Pictorial vocabulary dictionary for the technic light vehicle from experts and students is implemented in class. The implementation is in the small number of students (10 students). This method aims to determine the effectiveness and appeal of the pictorial vocabulary dictionary for Technic light vehicle.

Evaluation: The researcher uses two types of evaluation. They are formative and summative evaluations. A formative evaluation was conducted to collect data at each step in conducting this research. It aims to have strong data to correct the problems that arise in this case. A summative evaluation is an evaluation carried out in the last research. It aims to determine the effectiveness of pictorial vocabulary dictionary for Technic light vehicle.

C. Design of The Product Try Out

a. Design of Try out

Product development trials are carried out through three stages, namely individual testing, small group testing, and field testing. In this research, a trial the product starts from an individual trial that works for-know and correct errors in the pictorial vocabulary dictionary[33]. Individual trials aim to validate the product, validation is done with media experts as media assessors used and material experts as assessors of the contents of the material described. The revised dictionary by experts is then improved first and tested again to material experts and media experts. After conducting the revision phase of the later individual trials through field trials to determine the effectiveness of use Pictorial vocabulary dictionary for tenth-grade light vehicle Major students of SMKN 7 Palopo. This trial is carried out during the learning process use a pictorial vocabulary dictionary and compare with values pretest and posttest values as long as students use a pictorial vocabulary dictionary. In the trial, this pictorial vocabulary dictionary product uses 15 students at SMKN 7 Palopo, especially in the tenth-grade students class technical of light vehicle Major. The product trial subject can consist of material experts, media experts, and product user goals, namely students. Product trials are intended to collect data that can be used as a basis for determining the level of effectiveness, efficiency, and attractiveness of the products produced the type of data collected should be associated with the design and selection of trial subjects.

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[33]Nunuk Suryani, *Nation, Mecalister* (Jakarta: rineka cipta, 2009).

Certain types of data, however, will demand certain designs and specific test subjects

b. The Subject of The Research

The subject in this research is class tenth-grade students of technical of light vehicle Major at SMKN 7 Palopo. The selection of the school as a place of research is due to have not used learning media in the learning process, and also not yet using pictorial vocabulary dictionary in language learning English.

c. The Instrument of Research

1. Need Analysis

The questionnaire will be given to students, its purpose is used to gather information about students, needs, Necessity, and Lack. In the questionnaire, there will be 20 questions and their contents

2. Questionnaire for Expert Judgment

After the product is done, the researcher is going to questionnaire to an expert. In this step, some experts will give judgments related to the early product by using a questionnaire. Besides the questionnaire, the data conducted by experts are also in the form of suggestions. The experts make sure that the product is ready to be tried out

3. Interview

The researcher will interview 15 students and an English teacher. This researcher aims to determine the perceptions of students about product quality.

d. Data Analysis Technique

The information that was collected by using the instruments was analyzed as a qualitative and quantitative analysis.

a. Analyze the result of the questionnaire for the students

The data analysis used in this step was descriptive. Data from the questionnaire was representative of the students' condition. The result of the questionnaire calculated by using the following formula:

$$X = \frac{x}{N} \times 100\%$$

X   = Value

$\sum x$ = Total score

N = Total students

The option with a high percentage is the most accepted choice by students. The analysis result is shown as well as the following table 1.1:

No	Question	Respond	Frequency	Percentage
			(N)	(%)

b. Analyze the validation of the product by the expert

The result of the expert validation for the product will be analyzed by central tendency. It can be analyzed by using the formula as follows:

$$M = \frac{x}{N}$$

M= Mean

$\sum x$= Total score

N= Total items

Then, place the mean value in the category, the distance used to classify the group of mean values. This interval class is calculated as follows:

R= (H-L)

H= the highest score

L= the low score

Based on the interval distance above, the presentation of the mean score as follows

The table 1.2. conversion of mean Suharto (2016)

Scales	Interval means	Categories
5	4,20-5,00	Strongly agree
4	3,40-4,19	Agree
3	2,60-3,39	Neither Agree or Disagree
2	1,80-2,59	Disagree
1	1,00,79	Strongly disagree

The following table shows the data from analyzing the validation of the product. Table 1.3.Qualification of Product Evaluation

No	Indicator	Score	Category
Mean score			

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The research is developmental research that used ADDIE (analyze, design, develop, implement and evaluate) design. The objective of this research was to find out whether the student's vocabulary developed through the pictorial vocabulary dictionary in teaching vocabulary to students of technical of light vehicle Major of SMKN 7 Palopo. The data gathered were derived from the result of a questionnaire and interview administered to the samples and experts to obtain the data related to developing pictorial vocabulary dictionary for the students.

1. Need Analysis

To get the data related to students' necessity lacks, and wants of learning vocabulary, the researcher distributed the questionnaire that consisted of 19 questions and the total number of the respondent is 15 students. It can be seen below the students' response to each statement in the questionnaire:

a. Necessity

Students' vocabulary needs are the first aspect that researcher should know before developing a pictorial vocabulary dictionary. Researcher provide nine statements to see the needs of the most technical customers registered at SMKN 7 Palopo. The first question is " How many vocabularies should be known for students Technical of light vehicle major?" The researcher gave 4 choices and most students chose C, which is 200-250 words. In this case, the researcher will make words as needed by students.
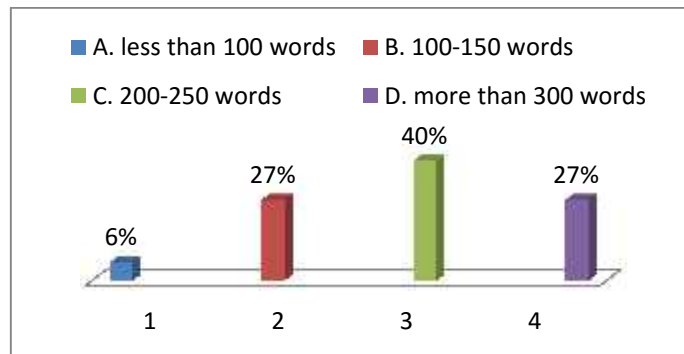
Figure 2.3: The total words need to be known

The second question is "what vocabulary should students in your major need to know? The researcher found that most of the students' answers chose A so that in this case the researcher would increase the vocabulary related to the component and function of a car engine compared to choices B, C, and D
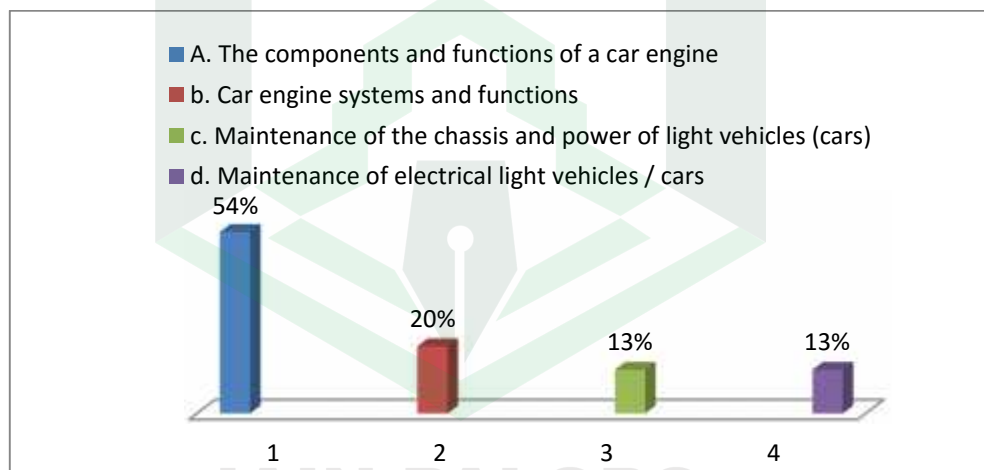
Figure 2.4: The kinds of vocabulary need to be known

The third question is "what do you think that mastery of vocabulary related to technical of light vehicle is important?" Based on these questions, the researcher found the most answers, namely in option C as seen in the graph below. In this case, the researcher will focus on the most answers
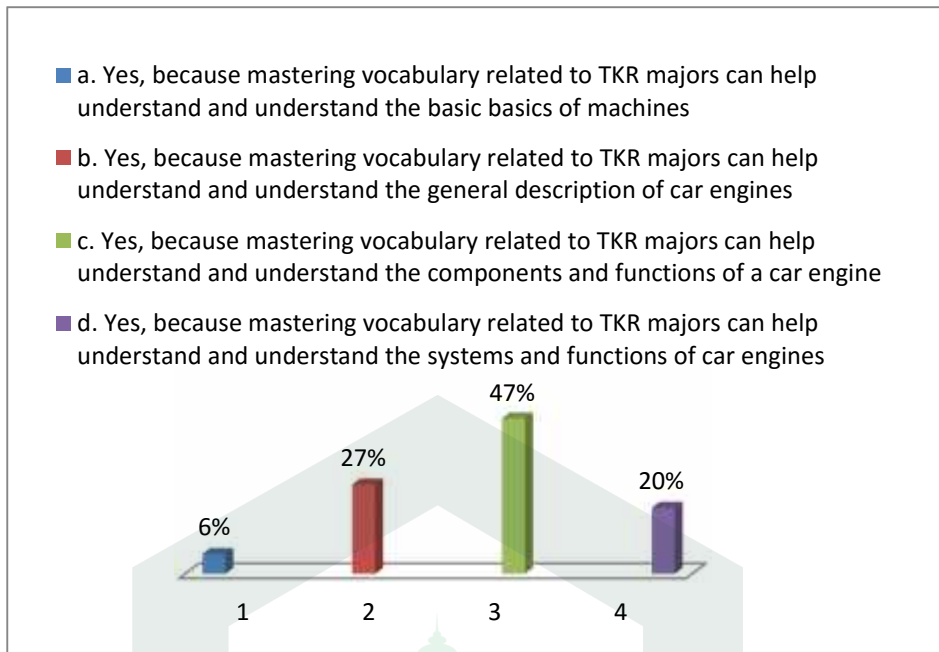
**Figure 2.5: The importance of learning vocabulary related
Technical of light vehicle**

The fourth question is "what dictionary model do you need?" Based on

chart 2.6., it can be concluded that students prefer answer B, namely the Particular

dictionary for technical of light vehicle. This means that most students are

interested in using a special dictionary to research technical of light vehicle. So

that in this case, the researcher will develop a special dictionary for technical of

light vehicle
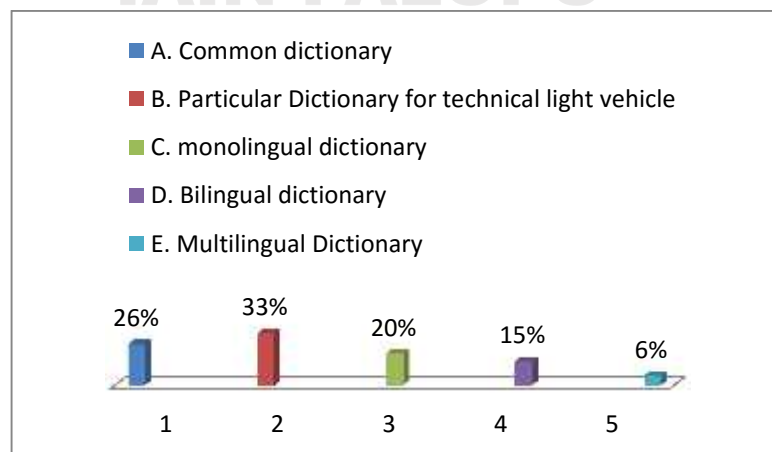
Figure 2.6: The kinds of dictionary model need to be used

The fifth question is "what kind of dictionary do you need?" Based on graph 2.7. below, it can be concluded that most of the students chose B. and some students had different options as shown in the graph below. In this case, the researcher can conclude that students need to use a pictorial vocabulary dictionary to learn vocabulary related to Technical of light vehicle.
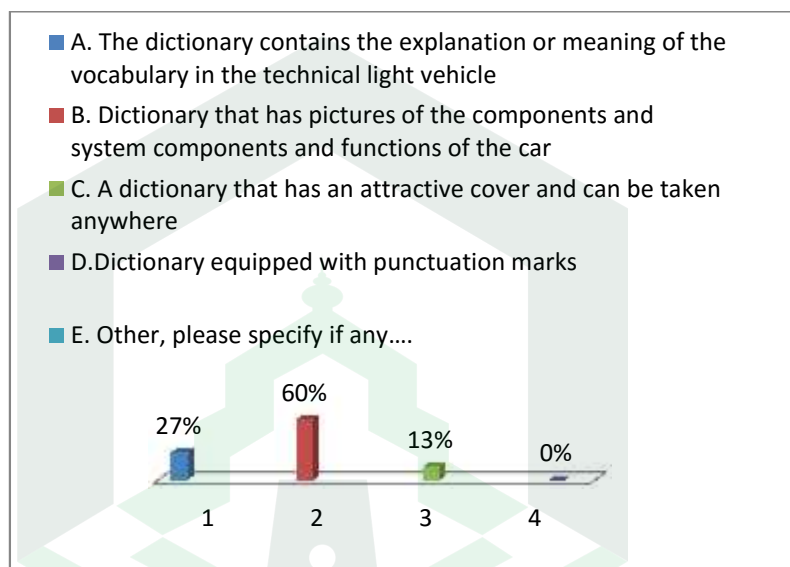
Figure 2.7: The kinds of dictionary need to be used

The sixth question is " To support your future work, your English vocabulary skills should be in the area?" Based on graph 2.8. it can be concluded that there are (67%) student responses to the technical of light vehicle so that the researcher in this case focuses on researching the pictorial vocabulary dictionary of Technical of light vehicle
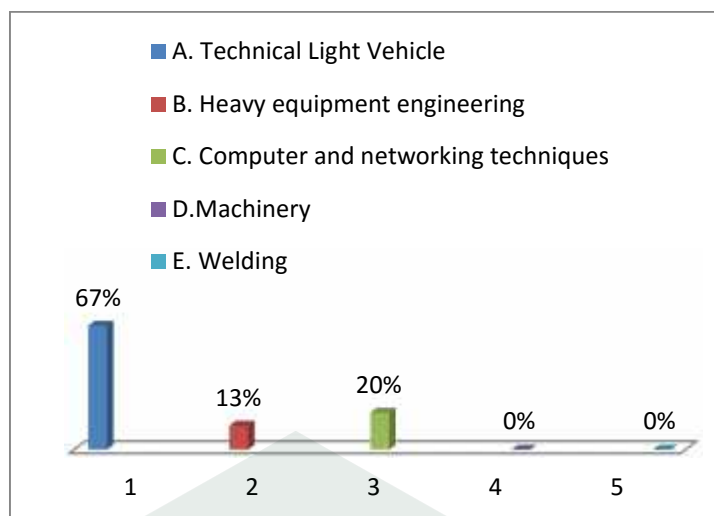
Figure 2.8: The goal of learning English vocabulary

The seventh question is "what kind of learning media do you usually use in school?". Based on Chart 2.9. students have more choices with choice B, namely the module and it can be seen that in option C only 13% of students choose. In this case, the researcher believes that with a dictionary designed by the researcher, students can easily find out the vocabulary.
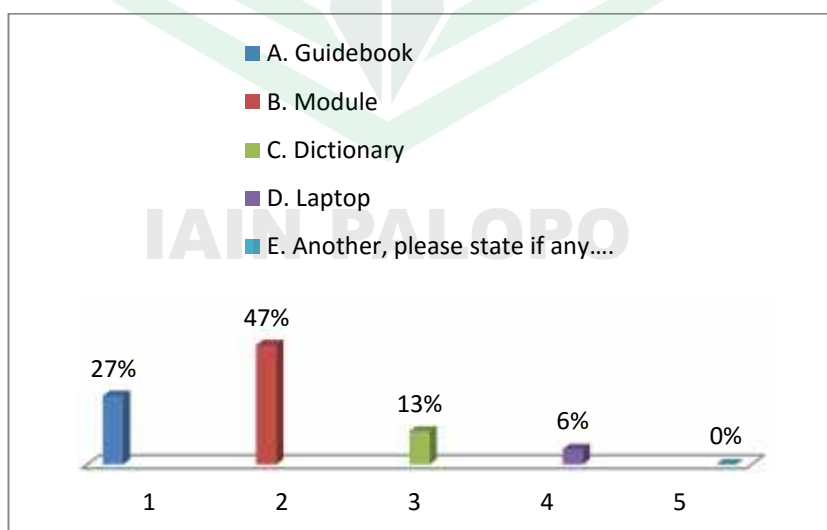
Figure 2.9: The kinds of learning that need to be used

The eighth question is "The presentation of English vocabulary learning materials that will be presented in the technical of light vehicle department

according to your opinion? "as shown in chart 2.10. In this case, the researcher will make technical light vehicle vocabulary based on the percentage of students' choices.
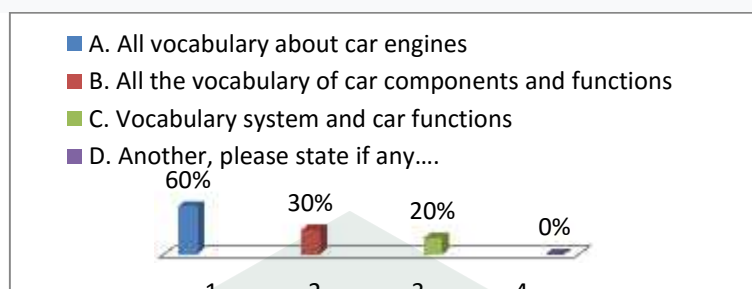
Figure 2.10: The learning style of learning vocabulary

The ninth question is "below is a topic that will be presented in technical of light vehicle major?" The researcher found out that there are 9 (60%) of the students' responded that the topic discusses car machine, 3 (20%) of the students' response that the topic is about the components and functions of the car, 3 (20%) of the students' response that all the vocabulary about car systems, and 0 (0%) of the students' response that the topic is about car electrical system. Related to the students' necessity in learning vocabulary, the students at SMKN 7 Palopo believe that vocabulary related to technical of light vehicle major needed to know such as car machine.
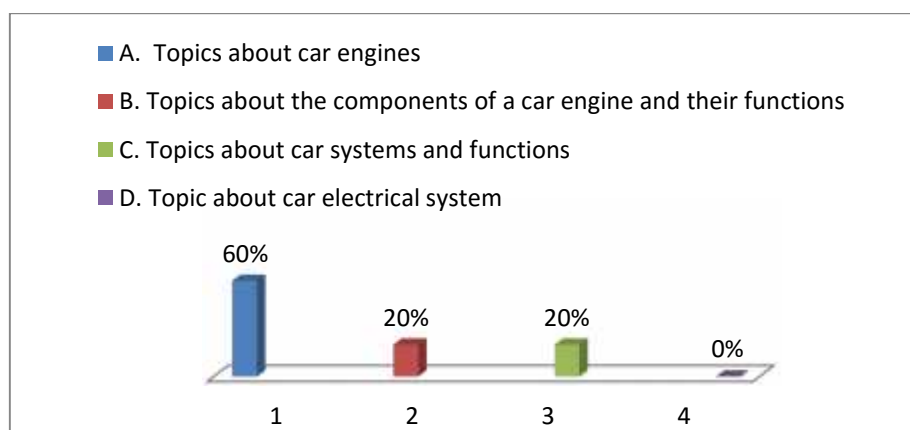
Figure 2.11: Vocabulary topics

b. Lacks

The first question that serves to determine the shortcomings of students in learning vocabulary is "how many words related to technical of light vehicle major do you know?" Researcher found that there were 2 (13%) student responses of more than 50 words, 8 (54%) of student responses, namely 75 words, 4 (27%) of student responses of 90 words, and 1 (6%) of student responses of more than 100 words. This means that students still lack vocabulary mastery and need help to learn vocabulary to improve their English skills. By using the pictorial vocabulary dictionary of the technical of light vehicle that will be developed by researcher, it can help students to increase the vocabulary of technical of light vehicle.
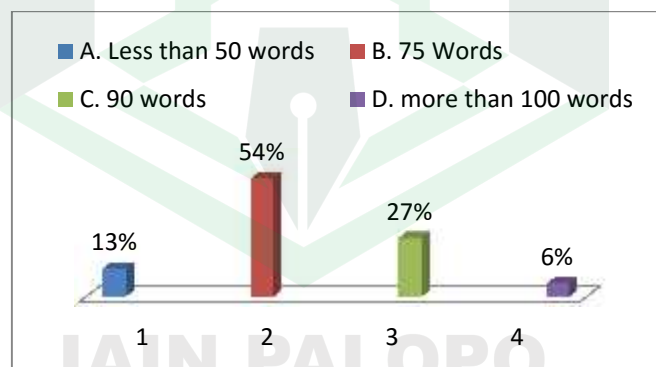
Figure 2.12: The students' lacks of vocabulary

The second question is "what learning media do you usually use to improve your vocabulary?" Researcher found that there were 4 (27%) student responses to books, 2 (13%) student responses with modules, 7 (47%) student responses with pictorial dictionaries, 1 (6%) student responses with laptops, and 0 (0%)) student responses to other things such as cell phones. This shows that students are still lacking in using instructional media to learn vocabulary. Most students only use

English books. So that we need media that can help students in the teaching and learning process.
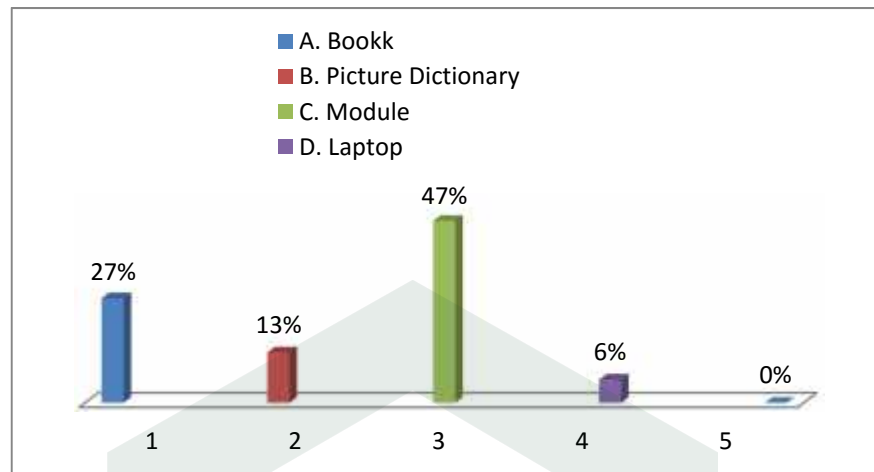
Figure 2.13: Lacks of using learning media

The third question is "What is your role in English class?" Based on graph 2.14. The researcher found that most students chose option A, so in this case, the researcher could conclude that tenth graders of technical light vehicle still lacked in listening to explanations and carrying out commands according to teacher instructions. In this case, the teacher needs media that can help students easily understand the teacher's explanation. With the light vehicle technique pictorial dictionary media developed by researcher, it can help students understand the teacher's explanation and be able to do assignments according to teacher instructions.
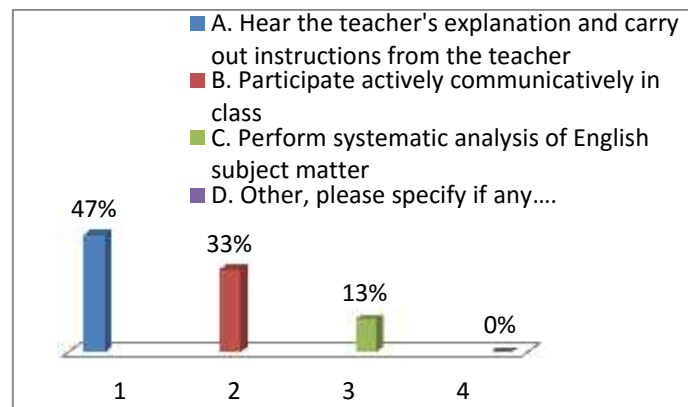
Figure 2.14: The students' participation in learning vocabulary

Related to the students' lack in learning vocabulary, the students believe that vocabulary is one of the most difficult 1 aspects to be mastered because the students to technical of light vehicle Major at SMKN 7 Palopo think that they are less of using interesting learning media when learning vocabulary related to technical of light vehicle Major.

c. Wants

The first question that serves to determine the student's desire to learn vocabulary is "what do you mean about the pictorial vocabulary dictionary?" There are five dictionary functions in the diagram below, the researcher found that most respondents chose A (33%).
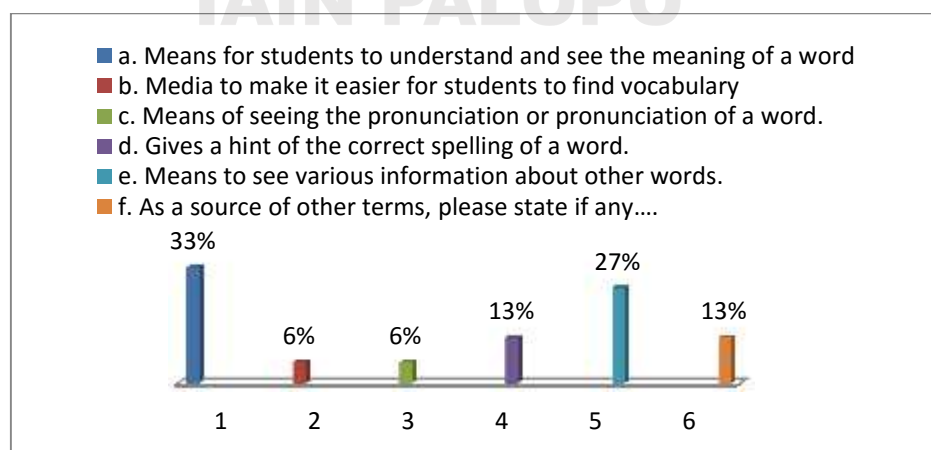
Figure 2.15: The students' perception of pictorial dictionary

The second functioned to find out the students' wants in learning vocabulary is "do you think using the pictorial dictionary can help you to learn vocabulary related to the technical of light vehicle?"The researcher found out that there are 9 (60%) of the students' response that having a pictorial dictionary related to light vehicle engineering is essential in mastering vocabulary, 4 (27%) of the students' response that pictorial vocabulary dictionary can help me in mastering the meaning of vocabulary, 2 (13%) of the students' response that my pictorial vocabulary dictionary can find out the type and form of the word, and 0 (0%) of the students' response with another answer.
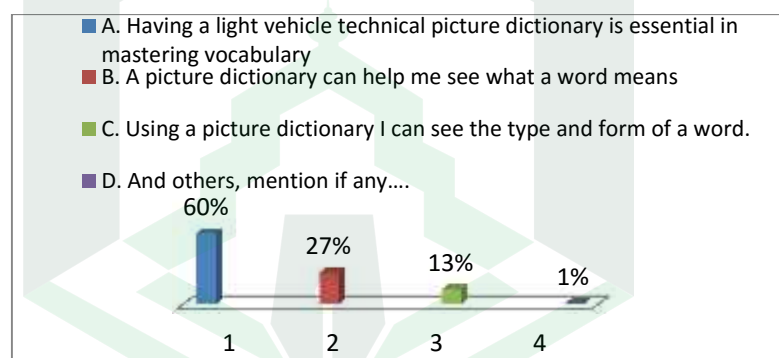
Figure 2.16: The students' perception of pictorial dictionary function

The third question functioned to find out the students' wants in learning vocabulary is "what is the benefit of English for you after graduating from your major?". The researcher found out that there are 4 (27%) of the students' response that to communicate with strangers, 2 (13%) of the students' response that to support my profession, 7(47%) of the student's response that to access information in English, 1 (6%) of the student's response that to get a good score, and lastly 0 % of the student's response that to find out the names of machines in English.
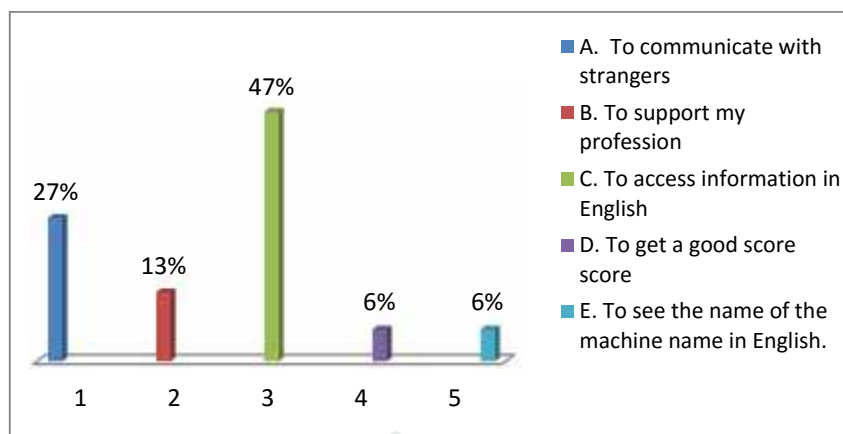
Figure 2.17: The benefits of learning English

The fourth question functioned to find out the students' wants in learning vocabulary is "what steps should you do to master vocabulary?" The researcher found out that there are 4 (27%) of the students' responded that listens to the words, 2 (13%) of the students' response that pronounces the words, 6 (47%) of the students' response that understanding the words, 1 (6%) of the students' response that making illustration or pictures, 1 (6%) of the students' response that practice to use the words and lastly 1 (6%) of the students' response with another answer.
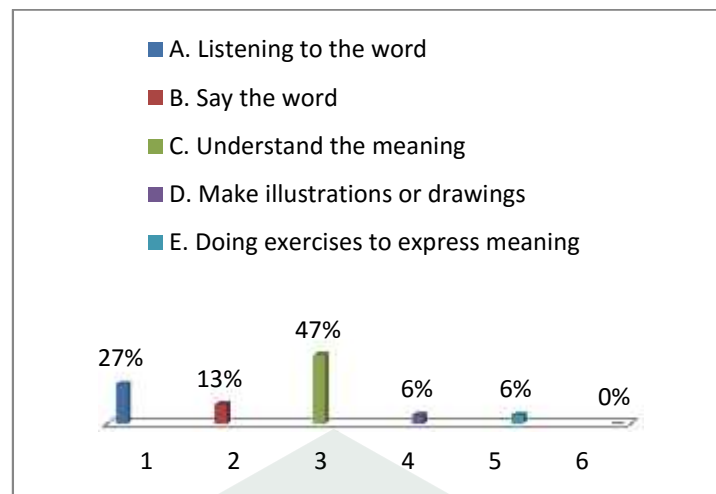
Figure 2.18: The student's way of learning vocabulary

The fifth question functioned to find out the students' wants in learning vocabulary is "when learning vocabulary you prefer to do the task in what way?". The researcher found out that there are 5 (33%) of the students' response that complete the task individually, 7 (47%) of the students' response that complete the task in a group, 3 (20%) of the students' response that complete the task in pair, and lastly 0 (0%) of the students' response with another answer. This means that most of the students like to learn English, especially vocabulary in a group.
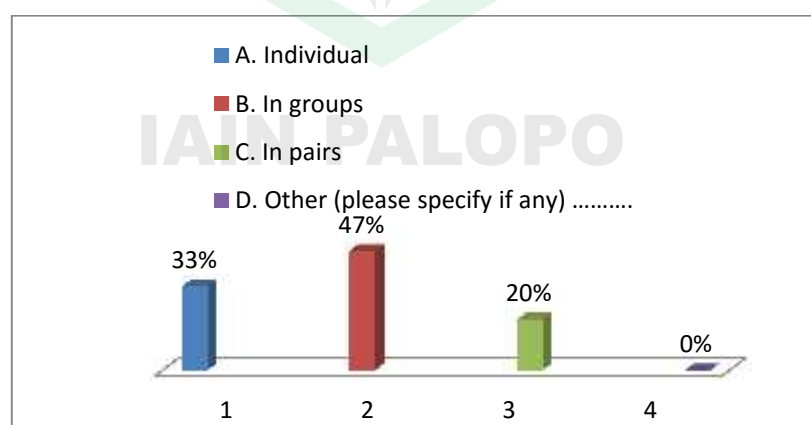
Figure 2.19: The student's way of learning vocabulary

The sixth question functioned to find out the students' wants in learning vocabulary is "what kinds of activities do you want to do in learning vocabulary?"

The researcher found out that there are 6 (40%) of the students' response that self-practice doing the task using an illustrated and pictures, 2 (13%) of the students' response that watching TV programs in English, 1 (6%) of the students' response that listen to the music, 2 (13%) of the students' response that reading the English text, and lastly 4 (6%) of the students' response with another answer such as using a mobile phone, dictionary, English song, etc.
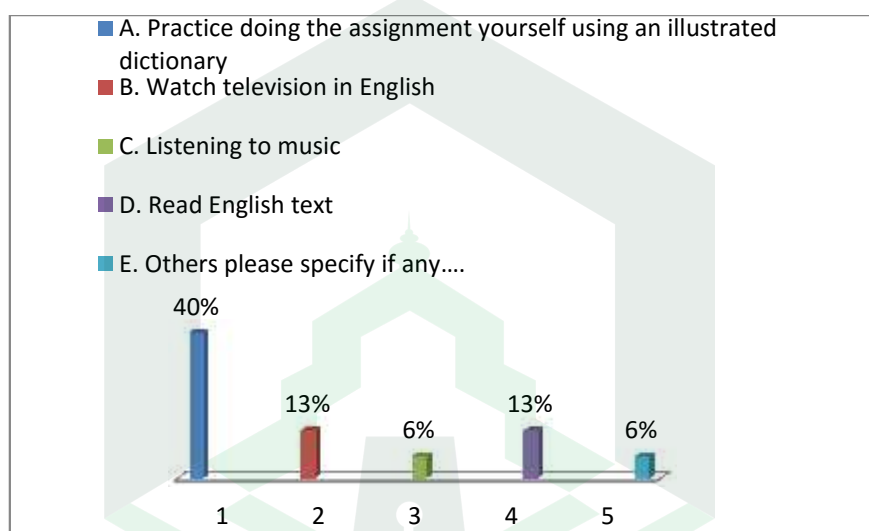
Figure 2.20: The students' wants learning activity

The seventh question functioned to find out the students' wants in learning vocabulary is "in learning vocabulary you are happy when the teacher acts as..?". The researcher found out that there are 2 (13%) of the students' responded that the teacher as a planner that is to prepare well what will be done in the teaching and learning process, 7 (47%) of the students' response that the teacher as the implementer, namely the teacher can create situations, lead, mobilize, and direct teaching and learning activities according to the plan during the learning process, 3 (20%) of the students' response that the teacher as an assessor or evaluator, namely collecting, analyzing and giving consideration or assessment of the

success rate of the learning process, 3 (20%) of the students' response that involves students in managing learning activities, and 0 (0%) of the students' response with another answer
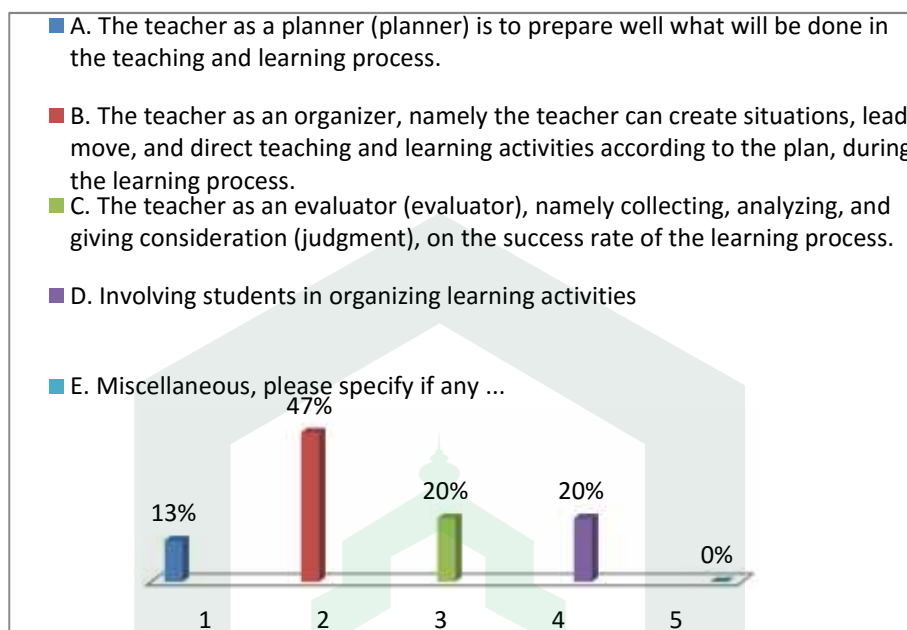
Figure 2.21: The students' wants of their teachers

Based on the description of the students' necessity, lacks, and wants in learning vocabulary, the researcher would like to say that firstly, most of the students need to learn vocabulary related to. Related to the students' wants in learning vocabulary, the students of SMKN Palopo believe that vocabulary is one of the most essential aspects that must be mastered to be able to speak English fluently.

2. Material Validation

a. Expert Judgment

The researcher validated the Product pictorial vocabulary dictionary for tenth-grade students of technical of light vehicle by providing expert judgment questioners related to the dictionary designed by the researcher. The experts

consisted of linguists namely Diah Ayu, S.Pd. The material expert, namely Dr Masruddin.M, Hum and Design Expert, namely Dr Magfirah Thayyib. S, S. M. Hum. This is done so that the designed dictionary can be used to improve the vocabulary mastery of students at SMKN 7 Palopo. The results of expert validation can be seen in the table below:

1) Table 1.4. The result of the linguist Expert

Question Number	Score	Question Number	Score
1	4	8	4
2	4	9	4
3	4	10	5
4	4	11	5
5	5	12	5
6	4	13	4
7	4	14	4
Total			**60**
Mean Score			**4.28**

Based on the data of the expert language validation, it can be seen that the total score is 60 and the mean score is 4.28 classified as "worthy". This means that the language use of the pictorial dictionary designed by the researcher is valid and it has been ready to be used to teach the students' vocabulary related to technical of light vehicle Major at SMKN 7 Palopo.

2) Table 1.5. The result of the Lay-Out Expert

Question Number	Score	Question Number	Score
1	5	8	4
2	4	9	4
3	5	10	5
4	4	11	4
5	5	12	4
6	5	13	4
7	4	14	4
Total			**61**
Mean Score			**4.35**

Based on the data of the expert layout validation, it can be seen that the total score is 61 and the mean score is 4.35 classified as "worthy". This means that the layout of the pictorial vocabulary dictionary designed by the researcher is valid and it has been ready to be used to teach the students' vocabulary related to technical of light vehicle major at SMKN 7 Palopo and it can fulfill the students' necessity and want in learning vocabulary.

3) Tabel 1.6. The result of the Material Expert

Question Number	Score	Question Number	Score
1	4	7	4
2	4	8	4
3	4	9	4
4	5	10	5
5	3	11	4
6	3	12	5
Total			**49**
Mean Score			**4.08**

Based on the data of the material language validation, it can be seen that the total score is 49 and the mean score is 4.08 classified as "worthy". This means that the material of the pictorial dictionary designed by the researcher is valid and it has been ready to be used to teach the students' vocabulary related to technical of light vehicle major at SMKN Palopo and the material provided can fulfil the students' necessity and want in learning vocabulary.

3. Students Perception

Table 1.7: The Students' Perception

No	Statement	Means	Description of agreement
1	The layout of the pictorial vocabulary dictionary for the technical of light vehicle is interesting	4.7	Strongly Agree
2	The Pictorial vocabulary dictionary for the technical of light vehicle is easier to be learned	4.3	Agree

3	The language use of the pictorial vocabulary dictionary for the technical of light vehicle is easier to be understood	3.9	Agree
4	Pictorial vocabulary dictionary for the technical of light vehicle is useful to learn in the school and at home	4.2	Agree
5	Using a pictorial vocabulary dictionary for the technical of light vehicle can help to do the task quickly	4.1	Agree
6	The vocabulary used in the pictorial vocabulary dictionary for the technical of light vehicle is appropriate with the book in the school	4.9	Strongly Agree
7	By using the pictorial vocabulary dictionary for technical of light vehicle can improve the students' motivation to learn	4.6	Strongly Agree
8	Learning English by using the pictorial vocabulary dictionary can help us to be understand able	4.9	Strongly Agree
9	Using a pictorial vocabulary dictionary for the technical of light vehicle can help me be active in the class	3.4	Agree
10	Pictorial vocabulary dictionary for technical of light vehicle improve my skill of English	4.8	Strongly Agree
Total		43.8	
Mean Score		4.38	Strongly Agree

Based on the data of the students' perception, it can be seen that the total score is 43.8 and the mean score is 4.38. This means that the pictorial vocabulary dictionary designed by the researcher is ready to be used in the classroom to teach the students' vocabulary related to the technical of light vehicle Major at SMKN 7 Palopo. It indicates that most of the students perceived that the pictorial vocabulary dictionary designed by the researcher is good to be used to learn vocabulary.

B. Discussion

This thesis is research on the developing pictorial vocabulary dictionary for tenth-grade students of technical light vehicle major SMKN 7 Palopo. This

research aims to determine how to develop the appropriate pictorial vocabulary dictionary for 10th-grade students of technical light vehicle major. The method used in this research, Research and Development (R and D) method. The research subjects were students of SMKN 7 Palopo with 15 respondents in tenth-grade students of technical light vehicle.

Researcher develops product using the ADDIE model development procedure. The ADDIE model consists of five stages, namely: (1). Analysis. At this stage, the researcher distributed questionnaires to 15 respondents to find out the needs, desires, and shortcomings of students in learning English. (2). Design, after knowing the needs, desires, and shortcomings of the student researcher, then designing products that can increase the students' vocabulary learning abilities. In this case, the researcher designed pictorial vocabulary dictionary technical light vehicle. The researcher collected data related to the technical light vehicle as well as the tools and materials used to make a pictorial vocabulary dictionary. After everything was collected, the researcher then made pictorial vocabulary dictionary starting from making an attractive cover, and vocabulary and pictures related to the technical light vehicle. (3). Development, at this stage the researcher develop pictorial dictionary that has been designed. The products that have been made are then tested on 3 experts, namely: linguists, material experts, and design experts. (4) Implementation. At this stage, the products that have been validated by experts will be implemented to students. This aims to see the suitability of the standard material for the tenth-grade students of technical light vehicle. (5). Evaluation. Evaluation stage to measure developmental achievement. The product in this

research is pictorial vocabulary dictionary. The contents of the pictorial vocabulary consist of a cover, an introduction, a table of contents, an introduction, the contents of the dictionary (technical light vehicle vocabulary with pictures).

The pictorial vocabulary dictionary product is considered useful for students of SMKN 7 Palopo. The assessment of the feasibility of the technical light vehicle pictorial vocabulary dictionary shows the following results: 1. The material expert gave an average score of 4.08 in good categories. 2. Linguists gave an average score of 4.28 categories very well. 3. Design experts gave an average score of 4.35 in the very good category and students' perceptions obtained an average score of 4.38 in very good intervals. The results of the data from students' perceptions showed that the students of SMKN 7 Palopo needed a vocabulary dictionary with the technical light vehicle. The results of this research are by the statement (Asnawir: 2002) by using a pictorial dictionary so that students easily know the vocabulary[34]. On the other hand, according to (Annehira and Wayan Santasya: 2013) the pictorial vocabulary dictionary is a reference book that contains words equipped with pictures and explanations related to existing images[35]. The pictorial dictionary emphasizes the clarity of the images displayed with explanations so that students can more easily understand the lessons presented[36]. From the above statement shows that the technical light vehicle

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[34] Asnawir, Usman Basyiruddin, *Media Pembelajaran*, Ciputat Pers, (Jakarta Selatan, 2002)
[35] Anneahira. 2013. "Pengertian Kamus Elektronik Bergambar". Tersedia pada http://www.anneahira.com/kamusistilah.htm (diakses tanggal 2 April 2021)

[36] I Wayan Santayasa, *Landasan konseptual media pembelajaran*. Diakses dari http:// file.upi.edu/Direktori/FIP/JUR. PEND. LUAR SEKOLAH/194704171973032-MULIATI PURWASASMITA/ME.pada tanggal 2 April 2021, jam 19.48 WIB.

pictorial vocabulary dictionary is suitable for use as a learning medium. This is in line with the results of research conducted by Dewi Ismawarti (2014) in her thesis entitled "Development of Image Dictionary and Non-Alcoholic Beverage and Equipment for Class X Majority Catering Services of SMKN 4 Yogyakarta". This research uses Research and Development (R&D) research with reference to the 3D model (define, Design, and Develop). The results of this research state that the dictionary product with a picture of non-alcoholic and alcoholic drinks is feasible. products by media experts, material experts, and subject teachers, the assessment of students in the good category with a value of 1.00 for material experts 0.95 for media experts 1.00 and subject teachers 3.86.[37] What dissects Dewi Ismarwati's research with the research conducted by researcher is that it lies in the content and subject being researched and the development model. Second, Dewi Mekar Rizki (2011) through her thesis entitled "Developing an Arabic pictorial Dictionary for Madrasah Ibtidaiyah Malang Students". This research uses R&D research with development procedures carried out in five stages, namely: (1) needs analysis, (2) material selection, (3) dictionary product development, (4) validation, and (5) revision. The results of this research indicate that the development of an Arabic image dictionary is feasible to use, this is supported by a validation test by material experts, and the media as a whole gets a fairly valid qualification score[38]. The similarity between Dewi Mekar Reski's research and research conducted by researcher lies in the model used, namely the ADDIE model, while the difference

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[37] Dewi Ismarwati, *Development Pictorial vocabulary dictionary Making Non-Alcoholic Drinks and Alcoholic for 10th Grade Students of SMKN 4* (Jakarta, 2004).
[38] Dewi mekar Rizki, *Developing Pictorial Dictionary Language Arabic for Students of Madrasah Ibtidayya:* (Malang, 2011).

lies in the content. Dewi Mekar Rizki developed a pictorial vocabulary dictionary in Arabic, while researcher developed a pictorial vocabulary dictionary for technical light vehicle. And the last is Dhenys Helmi Mahendra (2015) through his thesis entitled "Development of an Indonesian Javanese pictorial vocabulary dictionary to support Javanese language learning of SD Wonokoyo". This research uses the R&D research method. Product testing involves Javanese language learning experts getting an average product score of 71.3 (feasible), media experts getting a score of 86.4 (very good), and students' perceptions getting a score of 94.6 so it can be said that the results of this research indicate that the pictorial vocabulary dictionary in Indonesian - Javanese is suitable for use[39]. The similarity between Mahendra's research and research conducted by researcher is to develop a pictorial vocabulary dictionary using the R&D method. The difference is that Mahendra developed an Indonesian-Japanese vocabulary dictionary for elementary schools, while researcher developed a pictorial vocabulary dictionary for technical light vehicle.

Based on the description above, it can be concluded that the pictorial vocabulary dictionary has been developed according to the students' needs and is ready to be distributed to the students of technical light vehicle major at SMKN 7 Palopo.

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[39] Mahendra Dheynis Helmy, *Development of an Indonesian Javanese Vocabulary Picture Dictionary to Support Javanese Language Learning of SD Negeri Wonokoyo.* (Malang, 2015)

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion in chapter IV, it can be concluded that this research discusses pictorial vocabulary dictionary for technical light vehicle. The purpose of this research was to develop pictorial vocabulary dictionary for tenth-grade students of the technical of light vehicle major at SMKN 7 Palopo. The method used in this research R&D method. The researcher develop products using the Addie model. Addie's model consists of 5 development steps, namely (1) needs analysis, (2) design, (3) development (4) implementation, and (5) evaluation. The product in this research is pictorial vocabulary dictionary. The contents of the pictorial vocabulary dictionary consist of technical drawings of light vehicles, technical vocabulary for light vehicles, and phonetic symbols. The structure of the pictorial vocabulary dictionary consists of a cover, foreword, a table of contents, an introduction, technical vocabulary for light vehicles, light vehicle drawing techniques, phonetic symbols and light vehicle engineering functions, and references. This product is considered useful for tenth-grade students of the technical light vehicle at SMKN 7 Palopo. This can be seen from the assessment given by 3 experts, namely linguists, material experts, and layout experts with a score of 4.25. in the interval, this category is "very good". from the results of students' perceptions also got a score of 4.38. In the interval, this category gets "Good."

B. Suggestion

Based on the conclusion above, the researcher would like to give suggestions as follows:

1. It is suggested to the English teachers to use pictures dictionary in teaching vocabulary for the students of technical of light vehicle major.

2. It is suggested to the next to continue this research. It is developing an English material book for the students of technical of light vehicle major that is referred to English topic on this Pictorial vocabulary dictionary

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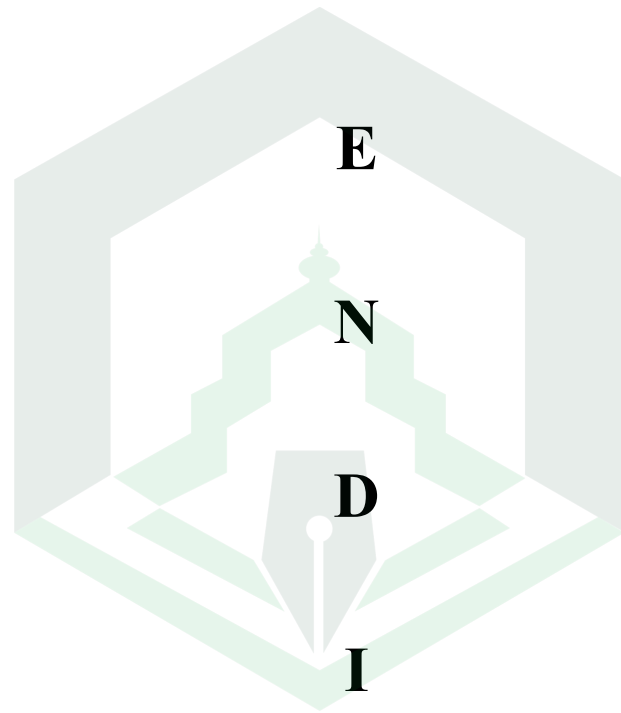Wilkins, David, *Basic Vocabulary for Competitive Examinations* (India, 2009)

APPENDICES

IZIN PENELITIAN
NOMOR : 910/IP/DPMPTSP/XI/2020

DASAR HUKUM :

1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan dan Penerapan IPTEK;
2. Peraturan Mendagri Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian, sebagaimana telah diubah dengan Peraturan Mendagri Nomor 7 Tahun 2014;
3. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
4. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Pendelegasian Kewenangan Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Yang Diberikan Pelimpahan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama	:	NURBINTANG
Jenis Kelamin	:	Perempuan
Alamat	:	Dsn. Nase' Kab. Luwu
Pekerjaan	:	Mahasiswa
NIM	:	16.0202.0169

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

DEVELOPING PICTURE DICTIONARY VOCABULARY FOR THE TENTH GRADE STUDENTS OF TEACHNICAL LIGHT VEHICLE MAJORITY SMKN 7 PALOPO

Lokasi Penelitian : SMK NEGERI 7 PALOPO

Lamanya Penelitian : 03 November 2020 s.d. 03 Januari 2021

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada **Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.**
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
Pada tanggal : 03 November 2020
a.n. Kepala Dinas Penanaman Modal dan PTSP
Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP

ANDI AGUS MANDASINI, SE, M.AP
Pangkat : Penata
NIP : 19780805 201001 1 014

Tembusan :

1. Kepala Badan Kesbang Prov. Sul-Sel.
2. Walikota Palopo
3. Dandim 1403 SWG
4. Kapolres Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kesbang Kota Palopo
7. Instansi terkait tempat dilaksanakan penelitian

PEMERINTAH PROVINSI SULAWESI SELATAN
CABANG DINAS PENDIDIKAN WILAYAH XI
UPT SMK NEGERI 7 PALOPO
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Nim	: 16.0202.0169
Jenis Kelamin	: Perempuan
Program Studi	: Pendidikan Bahasa Inggris
Alamat Sekarang	: Rampoang,Perumahan Jati Mas 2 Palopo

Bahwa yang bersangkutan adalah benar telah melakukan penelitian dalam rangka penulisan Skripsi di UPT SMK Negeri 7 Palopo.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Palopo,03 Januari 2020
Kepala Sekolah

Supriono, S.Pd,
NIP.19730912 200502 1 002

INSTITUT AGAMA ISLAM NEGERI PALOPO
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No. 135/ In.19/FTIK/PBI/PP.00.9/03/2021

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NIM	:	16 0202 0169
Semester	:	X (sepuluh)
Program Studi	:	Pendidikan Bahasa Inggris
Keperluan	:	Seminar Hasil/Munaqasyah

Dan hasil pemeriksaan menemukan bahwa proposal/skripsi yang diperiksa memiliki tingkat *similarity* 23 %. Sebagaimana lembar hasil uji terlampir.

Demikian Surat Keterangan ini dibuat untuk dipergunakan seperlunya.

Palopo, 10 Maret 2021

Mengetahui,
Ketua Prodi,

Admin Turnitin PBI,

AmaliaYahya, S.E., M.Hum.
NIP 197710132005012006

Muhammad Iksan, S.Pd., M.Pd.
NIP 198603272018011001

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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NIP	:	19771013 200501 2 006
Jabatan	:	Ketua Program Studi Pendidikan Bahasa Inggris

menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini telah mampu membaca Al-Qur'an dan dapat dipertanggungjawabkan
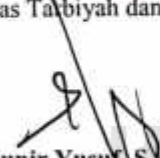
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Program Studi	:	Pendidikan Bahasa Inggris
Fakultas	:	Fakultas Tarbiyah dan Ilmu Keguruan
Alamat/ No. HP	:	082293739503

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Palopo, 4 Februari 2021

a.n. Dekan
Wakil Dekan Bidang Akademik
Fakultas Tarbiyah dan Ilmu Keguruan

Ketua Program Studi

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Surat Keterangan Bebas Mata Kuliah

Sehubungan dengan selesainya "Mata Kuliah Mahasiswa" sebagai salah satu prasyarat utama untuk mengikuti Ujian Munaqasyah, maka kami menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Nurbintang

Nim   : 16 0202 0169

Prodi   : Pendidikan Bahasa Inggris

Telah menyelesaikan seluruh mata kuliah mulai dari semester I sampai dengan semester VIII

Demikianlah surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Palopo, 24 Februari 2021

Ketua Prodi
Pendidikan Bahasa Inggris

Amalia Yahya, S.E., M.Hum
NIP.19771013 200501 2 006

CURRICULUM VITAE

• Personal Details

Name   : Nurbintang

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Gender   : Female

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• Eucational Details

2005-2010 State Elementry School 43 Rante Balla

2010-2013 State Junior High School Alfurqan Noling

2013-2016 State Senior High School 1 Bua Ponrang

2016-2021 English Education Departemen of Institute Agama Islam Negeri Palopo.

• CERTIFICATES
   ✓ **TOEFL CERTIFICATE**
   ✓ **DESAIN GRAFIS CERTIFICATE**
   ✓ **PASKIBRA CERTIFICATE**
   ✓ **MICROSOF EXEL CERTIFICATE**

Analisis kebutuhan

DATA RESPONDEN/ SISWA :

     NAMA   :

     NIK   :

     KELAS   :

PETUNJUK

Berilah tanda ceklis (√) pada pilihan yang sesuai dengan yang paling menggambarkan keadaan anda saat ini , serta sesuai dengan yang anda butuhkan atau yang anda inginkan terkait dengan pembelajaran bahasa inggris dalam jurusan tehnik kenderaan ringan.

1. Berapakah jumlah kosa kata yang telah anda kuasai terkait jurusan Tehnik kenderaan ringan?
   a. Kurang dari 50 kata
   b. 75 Kata
   c. 90 kata
   d. Lebih 100 kata
2. Berapakah jumlah kosa kata yang harus dikuasai bagi siswa jurusan tehnik kenderaan ringan?
   a. Kurang dari 100kata
   b. 100-150kata
   c. 200-250 kata
   d. Lebih dari 300 kata
3. Kosa kata seperti apa yang anda butuhkan didalam jurusan anda?
   a. Komponen komponen dan fungsi dari mesin mobil
   b. System system dan fungsi mesin mobil/
   c. Pemeliharaan sasis dan peminda tenaga kenderaan ringan(mobil)
   d. Pemeliharaan kelistrikan kenderaan ringan/mobil
4. Menurut anda apakah menguasai kosa kata terkait jurusan tehnik kenderaan ringan itu perlu?
   a. Ya, karena dengan menguasai kosa kata terkait jurusan TKR dapat membantu mengetahui dan memahami dasar dasar mesin
   b. Ya, karena dengan menguasai kosa kata terkait jurusan TKR dapat membantu mengetahui dan memahami gambaran umum tentang mesin mobil
   c. Ya, karena dengan menguasai kosa kata terkait jurusan TKR dapat membantu mengetahui dan memahami komponen kompone dan fungsi mesin mobil
   d. Ya, karena dengan menguasai kosa kata terkait jurusan TKR dapat membantu mengetahui dan memahami system dan fungsi mesin mobil
   e. Dan lain lain (sebutkan bila ada)……..
5. Menurut anda kamus bergambar adalah?
   a. Sarana bagi peserta didik dalam memahami dan mengetahui arti suatu kata
   b. Media untuk mempermudah siswa dalam mencari kosa kata
   c. Sarana mengetahui lafal atau ucapan sebuah kata.
   d. Memberi petunjuk ejaan yang benar dari sebuah kata.
   e. Sarana untuk mengetahui berbagai informasi mengenai kata lainnya.

f. Sebagai sumber istilahDan lain lain, sebutkan bila ada….

6. Menurut anda apakah dengan menggunakan media kamus bergambar Tehnik kenderaan ringan dapat membantu anda dalam menguasai kosa kata?
   a. Memiliki kamus bergambar tehnik kenderaan ringan merupakan hal penting dalam menguasai kosa kata
   b. Kamus bergambar dapat membantu saya mengetahui arti suatu kata
   c. Dengan menggunakan kamus bergambar saya dapat mengetahui jenis dan bentuk dari suatu kata tersebut.
   d. Dan lain lain, sebutkan bila ada….

7. Seperti apa model kamus yang anda butuhkan?
   a. Kamus umum,
   b. Kamus khusus
   c. Kamus Ekabahasa
   d. Kamus bilingual
   e. Kamus multilingual

8. Seperti apa jenis kamus yang anda butuhkan?
   a. Kamus yang berisi tentang penjelasan atau arti dari kosa kata yang ada dalam tehnik kenderaan ringan
   b. Kamus yang memiliki gambar tentang komponen komponen dan system system serta fungsi dari mobil
   c. Kamus yang memiliki sampul yang menarik dan dapat dibawah kemana mana
   d. Kamus yang dilengkapi dengan tanda baca
   e. Lain-lain, sebutkan bila ada….

9. Apa manfaat bahasa inggris untuk anda jika lulus dari sekolah jurusan tehnik kenderaan ringan?
   a. Untuk berkomunikasi dengan orang asing
   b. Untuk menunjang profesi saya
   c. Untuk mengakses informasi berbahasa inggris
   d. Untuk mendapatkan skor nilai yang baik
   e. Untuk mengetahui nama nama mesin yang berbahasa inggris.

10. Untuk menunjang pekerjaan anda kelak kemampuan kosa kata bahasa inggris anda seharusnya berada pada area?
    a. Tehnik kenderaan ringan
    b. Tehnik alat berat
    c. Tehnik computer dan jaringan
    d. Permesinan
    e. Pengelasan

11. Media pembelajaran yang biasanya anda gunakan untuk menambah penguasaan kosa kata anda adala…..
    a. Buku
    b. Kamus bergambar
    c. Modul
    d. Laptop
    e. Lain lain, sebutkan bila ada….

12. Media pembelajaran yang biasanya anda gunakan disekolah adalah……
    a. Buku panduan
    b. Modul
    c. Kamus
    d. Laptop
    e. Lain lain, sebutkan bila ada….

13. Penyajian materi pembelajaran kosa kata bahasa inggris untuk disajikan kedalam jurusan tehnik kenderaan ringan yang ideal menurut anda adalah....
    a. Semua kosa kata tentang mesin mobil
    b. Semua kosa kata komponen2 dan fungsi dari mobil
    c. Kosa kata system system dan fungsi mobil
    d. Lain lain, sebutkan bila ada….

14. Dibawah ini merupakan topik topic yang akan disajikan kedalam jurusan Tehnik kenderaan ringan…….

    a. Topik tentang mesin mobil

        1. Mesin pembakaran internal (   )

        2. Anatomi mesin mobil (   )

        3. Cara kerja mosin mobil (   )

        4. Blok mesin (   )

        5. Ruang Pembakaran (   )

    a. Topik tentang komponen-komponen mesin mobil dan fungsinya

        1. Komponen-komponen yang dapat bergerak (   )

        2. Komponen-komponen mesin mobil yang tidak dapat bergerak (   )

    c. Topik tentang system system dan fungsi mobil

        1. Sistem starter (   )

        2. Sistem pengapian (   )

        3. Sistem pendinginan (   )

        4. Sistem bahan bakar (   )

        5. Sistem pengisian (   )

        6. Sistem pelumasan (   )

        7. Sistem pembuangan sisa gas (   )

    d. Topic tentang system kelistrikan mobil

        1. Sistem kelistrikan Mesin (   )

        2. Sistem kelistrikan body (   )

        3. Sistem kelistrikan chasis (   )

    Silahkan berikan tanda (nomor) sesuai dengan yang anda inginkan…..

15. Untuk dapat menguasai kosa kata dengan mudah langka langka yang seharusnya anda lakukan adalah……

a. Mendengarkan kata
b. Mengucapkan kata
c. Memahami makna
d. Membuat ilustrasi atau gambar
e. Melakuka latihan mengekspresikan makna
f. Lain-lain, sebutkan bila ada…

16. Ketika belajar kosa kata (vocabulary), anda lebih suka mengerjakan tugas dengan cara apa?
a. Individu
b. Berkelompok
c. Berpasangan
d. Lain-lain (sebutkan bila ada)……….

17. Aktivitas seperti apa yang anda inginkan pada saat belajar kosa kata.
a. Latihan sendiri mengerjakan tugas menggunakan kamus bergambar
b. Menonton televisi yang menggunakan bahasa inggris
c. Mendengarkan music
d. Membaca teks yang berbahasa inggris
e. Lain-lain sebutkan bila ada….

18. Dalam pembelajaran kosakata, Anda lebih senang apabila guru bertindak?
a. Guru sebagai perencana *(planner)* yaitu mempersiapkan dengan baik apa yang akan dilakukan di dalam proses belajar mengajar.
b. Guru sebagai pelaksana *(organizer)* yaitu guru dapat menciptakan situasi, memimpin, , menggerakkan, dan mengarahkan kegiatan belajar mengajar sesuai dengan rencana, selama proses pembelajaran berlangsung.
c. Guru sebagai penilai *(evaluator)* yaitu mengumpulkan, menganalisa, dan memberikan pertimbangan (judgement), atas tingkat keberhasilan proses pembelajaran.
d. Melibatkan siswa dalam mengatur aktivitas belajar
e. Lain-lain, sebutkan bila ada…..

19. Peran Anda dalam kelas Bahasa Inggris…
a. Mendengar penjelasan guru dan melaksanakan instruksi dari guru
b. Berpartisipasi aktif secara komunikatif dikelas
c. Melakukan analisis secara sistematis terhadap materi pelajaran bahasa Inggris
d. Lain-lain, sebutkan bila ada….

20. Tempat pembelajaran Bahasa inggris yang anda sukai adalah?
a. Ruangan kelas
b. Perpustakaan
c. Ruangan terbuka (Taman, lapangan, halaman sekolah)
d. Laboratorium.
e. Lain-Lain, Sebutkan bila ada……

Expert Judgment

KUESIONER EVALUASI UNTUK AHLI BAHASA

A. Data Respondent

Nama   :

Umur   :

Jenis kelamin   :

Pendidikan   :S1 ☐ S2 ☐ S3 ☐ Professor ☐

Pengalaman mengajar   :0-2 tahun ☐ 2-4 tahun ☐ 4-6tahun ☐
Lebih dari 6 Tahun ☐

B. TabelEvaluasi

Isilah table berikut ini dengan memberikan tanda centang (√) pada kolom yangtelah tersedia

Keterangan:

SS   : Sangat Setuju

S   : Setuju

R   : Ragu-ragu

TS   : Tidak Setuju

STS : Sangat Tidak Setuju

Pernyataan	SS	S	R	TS	STS
A. Isi					
Cakupan isi materi dalam bahan ajar Pictorial vocabulary dictionary for technical of light vehicle (Car)sesuai dengan kebutuhan siswa kelas 10 Jurusan tehnik kenderaan ringan SMKN 7 Palopo	✓				
Kedalaman materi dalam bahan ajar Pictorial vocabulary dictionary for technical of light vehicle (Car)memadai.		✓			
Keaslian isi materi dalam bahan ajar Pictorial vocabulary dictionary for technical of light vehicle (Car)memadai.		✓			
Isu-isuterbaru di dalam bahan ajar Pictorial vocabulary dictionary for technical of light vehicle (Car)dibahas secara menarik.	✓				
Rangkuman kualitatif:					
B. Bahasa					
Bahasa yang digunakan dalam bahan ajar sesuai dengan kemampuan siswa.	✓				
Bahasa yang disajikan komprehensif dan sesuai dengan tingkat perkembangan kognitif siswa	✓				
Ekspresi yang digunakan sesuai dengan tata bahasa yang benar.		✓			
Bahasa yang disajikan dalam bahan ajar mudah		✓			

	dipahami.					
	Rangkuman qualitative:					

C. Desain dan *Layout*

	Tampilan materi jelas.		✓			
	Tampilan materi menarik.	✓				
	Ukuran huruf sesuai.	✓				
	Jenis huruf sesuai.	✓				
	Jarak space sesuai.		✓			
	Penggunaan tanda baca benar.		✓			
	Rangkuman kualitatif:					

Kesimpulan:

Secara umum, pendapat Bapak/Ibu terhadap materi yang dikembangkan

a.   Layak
b.   Layak dengan perbaikan
c.   Tidak layak

Palopo 08 Februari 2021

Diah Ayu, S.Pd.

LEMBAR VALIDASI INSTRUMENT EVALUASI UNTUK AHLI MATERI

Pengembangan Kamus Bergambar Kosa Kata Untuk Siswa Jurusan Tehnik Kenderaan Ringan (TKR)

SMKN 7 Palopo

A. Petunjuk pengisian
1. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi, bahasa.
2. Berilah tanda ( ) pada kolom angka yang sesuai dengan penilaian yang anda berikan.
3. Pedoman skala penilaian adalah sebagai berikut:
   - 1: tidak layak
   - 2: kurang layak
   - 3: cukup layak
   - 4: layak
   - 5: sangat layak
4. Anda di mohon kesediannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini.

B. Penilaian Kelayakan

NO	URAIAN	Kelayakan				
I	Aspek Isi	1	2	3	4	5
a.	Tujuan penelitian dinyatakan dengan jelas.				✔	
b.	Tujuan kuesioner dinyatakan dengan jelas.				✔	
c.	Petunjuk pengisian kuesioner mudah dipahami.				✔	
II	Aspek Cakupan (Isi)					
a.	Butir-butir kuesioner mencakup data yang berhubungan dengan cakupan isi materi memadai					✔
b.	Butir-butir kuesioner mencakup data yang berhubungan dengan penggunaan bahasa di dalam materi baik dan benar.				✔	
c.	Butir-butir kuestioner mencakup data yang berhubungan dengan aktifitas pembelajaran memadai.				✔	
d.	Butir-butir kuesioner mencakup data yang berhubungan dengan input materi memadai.				✔	
e.	Butir-butir kuesioner mencakup data yang berhubungan dengan kegrafikan memadai.				✔	
III	Aspek Bahasa					
a.	Butir-butir kuesioner dirumuskan dalam dalam bahasa indonesia yang baik dan benar.				✔	
b.	Butir-butir kuesioner dirumuskan dalam bahasa indonesia yang efektif.					✔
c.	Butir-butir kuesioner dirumuskan dalam bahasa indonesia yang efisien.				✔	

d. Butir-butir kuesioner dirumuskan dalam bahasa yang mudah dipahami sesuai tingkat kemampuan berbahasa responden.					✓

C. Komentar

Sudah Layak digunakan

D. Saran

Perjelas pertanyaan pada nomer 14

E. Kesimpulan

Instrument kuesioner ini (lingkari salah satu pilihan)

1. Tidak dapat digunakan
2. Dapat digunakan
3. Dapat digunakan dengan perbaikan sebagai berikut

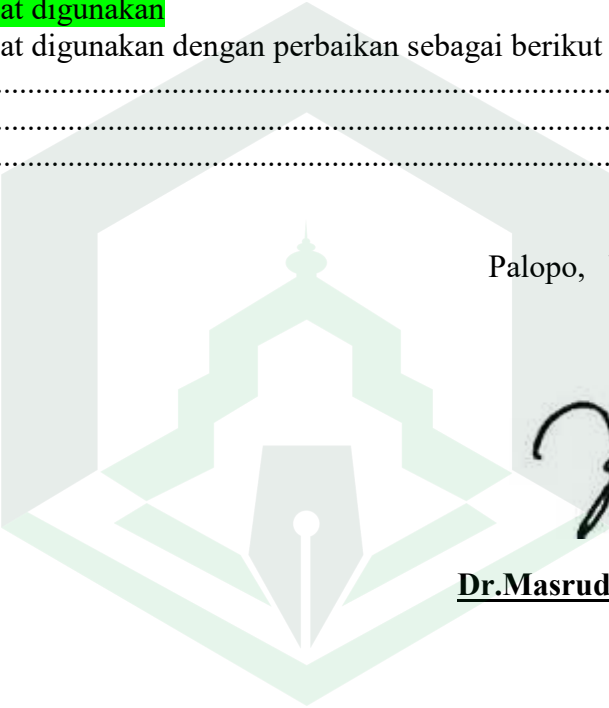...

....

....

.

Palopo,   November 2020

Validator

Dr.Masruddin,S.S.,M.Hum

IAIN PALOPO

ANGKET EVALUASI PICTURE DICTIONARY

Pengantar:

Kuesioner ini merupakan instrument penilaian terhadap Picture dictionary for technical light vehicle car. Saya sangat mengharapkan partisipasi bapak/ibu untuk mengisi kusioner ini sebagai masukan atas Picture dictionary for technical light vehicle car yang saya kembangkan. Atas kesediaan dan partisipasi bapak/ibu, saya ucapkan banyak terimakasih.

Petunjuk Pengisian:

Berikut ini adalah butir-butir pernyataan yang berkaitan dengan picture dictionary for technical light vehicle car yang telah dikembangkan. Bapak/ibu dipersilahkan untuk memberikan tanda centang (√) pada salah satu kolom pada tiap pernyataan yang ada pada table. Mohon ditulis saran perbaikan pada ruang yang disediakan.

Keterangan:

Skor 1 : Sangat kurang baik

Skor 2 : Kurang baik

Skor 3 : Cukup baik

Skor 4 : Baik

Skor 5 : Sangat baik

		Skor				
		1	2	3	4	5
A.	**Cover picture dictionary for technical light vehicle car**					
1.	Judul kamus picture dictionary for technical light vehicle car mewakili keseluruhan isi kamus					√
2.	Judul kamus menarik minat siswa untuk membaca lebih lanjut.				√	
3.	Warna sampul (gambar dan huruf depan menarik)					√

B.	Isi kamus					
4.	Kosa kata Picture dictionary for technical light vehicle car tersusun sesuai abjad				√	
5.	Kosa kata dalam picture dictionary for Technical light vehicle car dilengkapi dengan gambar					√
6.	Kosa kata dalam picture dictionary for technical light vehicle car dilengkapi dengan phonetic symbol (cara pengucapan)					√
7.	Picture dictionary for technical light vehicle car diambil dari sumber yang relevan				√	
8.	Gambar picture dictionary for technical light vehicle car mudah dibedakan				√	

9.	Picture dictionary for technical light vehicle car dilengkapi dengan arti dan fungsi					√
C.	Anatomi kamus					
10.	Rancangan halaman buku tertata dengan Baik				√	
11.	Pemilihan jenis huruf menarik perhatian				√	
12.	Jenis huruf pada Picture dictionary memiliki tingkat mudah dibaca yang baik bagi siswa.				√	
13.	Tata letak/ sistematika penulisan tidak terlalu sempit memudahkan siswa membaca.				√	

Komentar Umum dan Perbaikan

Masih terdapat kesalahan ketik kata-kata Bahasa Inggris.

Kesimpulan:

Kamus Picture Dictionary yang dikembangkan dinyatakan:

1. Layak untuk digunakan ujicoba lapangan tanpa revisi

2. <mark>Layak untuk digunakan uji coba lapangan dengan revisi sesuai saran</mark>

3. Tidak layak untuk digunakan ujicoba lapangan

<div align="right">
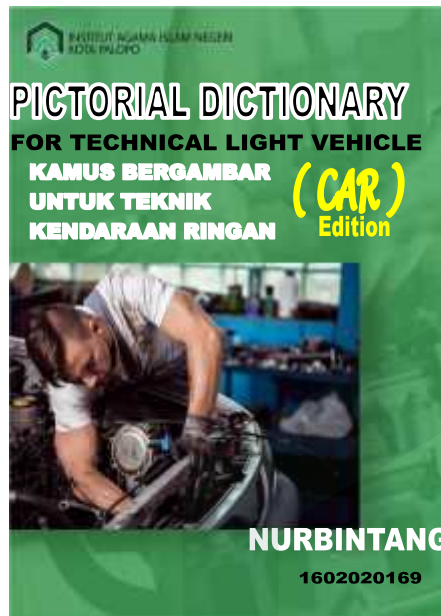
Palopo, 9 Januari 2020

Validator

Magfirah Thayyib

</div>

IAIN PALOPO

Bagian bagian kamus terdiri dari

1. Sampul Depan

2. Sampul francis

3. Kata Pengantar

KATA PENGANTAR

Puji syukur kehadirat Allah SWT atas berkat limpahan rahmat dan karuniya-Nya sehingga kami dapat menyelesaikan penyusunan Kamus Bergambar Kosa Kata Tehnik Kendaraan Ringan.

Penyusunan kamus bergambar tehnik kendaraan ringan bertujuan untuk mempermudah siswa mengetahui kosa kata tehnik kendaraan ringan.

Dalam penyusunan kamus ini kami merasa masih banyak kekurangan kekurangan baik pada teknis penulisan maupun materi, mengingat akan kemampuan yang kami miliki. Untuk itu kritik dan saran dari semua pihak sangat diharapkan demi penyempurnaan pembuatan kamus bergambar tehnik kendaraan ringan ini.

Ucapan terima kasih kepada pembimbing kami, Ibu Dr. Sahraini, M.Hum, dan Ibu Dewi Furwana S.Pd,i.,M.Pd. yang telah memberikan arahan kepada kami sehingga penyusunan kamus ini dapat terselesaikan dengan baik dan tepat waktu.

Akhir kata, kami berharap semoga dengan adanya kamus ini dapat membantu siswa mengetahui dan mengembangkan kosa kata dalam bidang kendaraan ringan.

Palopo, 16 Januari 2021

NURBINTANG
1602020169

4. Daftar Isi

DAFTAR ISI

5. Pendahuluan

PENDAHULUAN

Pencapaian tujuan nasional untuk mencerdaskan kehidupan bangsa dilakukan melalui pendidikan. Pendidkan merupakan sebuah proses pembelajaran dimana siswa mendapatkan ilmu dan pengetahuan untuk dipahami dan dimengerti. Dalam pendidikan peran guru sangat penting untuk menyediakan dan menuangkan informasi pengetahuan sebanyak-banyaknya terhadap siswa.

Sekolah menengah kejuran merupakan lembaga pendidikan yang mengutamakan pendidikan, keterampilan dan bertujuan untuk mempersiapkan peserta didik untuk bekerja pada bidang sesuai dengan bidang keterampilan yang dipelajarinya. Untuk itu siswa dituntut untuk mengetahui kosa kata sesuai bidang yang dimilikinya.

Kosa kata merupakan salah satu komponen yang sangat penting. Menurut David Wilkans (2009) Tanpa kosa kata orang tida akan bisa mengatakan apa apa, tanpa kosa kata tidak ada yang bisa tersampaikan. Hal ini menunjukan bahwa kosa kata sangat penting. Namun banyak siswa dibanyak sekolah sekarang memiliki kosa kata yang sangat terbatas, mereka memiliki kosa kata yang sangat sedikit tertuma Di SMKN 7 Palopo.

Berdasarkan hasil observasi yang penulis temukan pada tanggal 24 April 2019 di SMKN 7 Palopo, Penulis menemukan kosa kata bahasa inggris dijurusan teknik kendaraan ringan memiliki kosa kata yang sangat rendah dan kurangnya media pembelajaran, dalam hal ini siswa membutuhkan kosa kata bahasa inggris terkait jurusan tehnik kendaraan ringan sehingga penulis memutuskan untuk membuat Kamus bergambar kosa kata teknik kendaraan ringan yang bertujuan untuk mempermudah siswa mengetahui kosa kata dalam jurusan teknik kendaraan ringan. Didalam kamus bergambar yang dibuat penulis berisi tentang kosa katayang dibutuhkan siswa dijurusan tehnik kendaraan ringan. Adapun kosa kata yang dibutuhkan siswa yaitu kosa kata yang ada didalam mesin mobil dan fungsinya, komponen-komponen mobil dan fungsiny, sistem-sistem mobil dan fungsinya serta system kelistrikan pada mobil dan fungsinya. Dari topik ini penulis kemudian menyatukan topic tersebut dan menyusun sesuai abjad untuk mempermuda siswa mendapatkan kosa kata beserta fungsi dan gambar dari kosa kata tehnik kenderaan ringan.

6. Isi kamus

TECHNICAL LIGHT VEHICLE

Car Engine (kɑːr ˈɛnʤɪn), *Mesin Mobi*

An engine or motor is a machine designed to convert one form of energy into mechanical energy. Heat engines convert heat into work via various thermodynamic processes. The internal combustion engine is perhaps the most common example of a heat engine, in which heat from the combustion of a fuel causes rapid pressuresation of the gaseous combustion products in the combustion chamber, causing them to expand and drive a piston, which turns a crankshaft. Electric motors convert electrical energy into mechanical motion, pneumatic motors use compressed air, and clockwork motors in wind-up toys use elastic energy. In biological systems, molecular motors, like myosins in muscles, use chemical energy to create forces and ultimately motion.

Car System (kɑː ˈsɪstɪm), *Sistem Mobil*

A car is a land vehicle driven by engine power, with four or more wheels (always even), usually using fuel oil (gasoline or diesel) to start the engine. Car stands for automobile which comes from the Greek 'autos' (itself) and Latin 'movére' (to move). The car is a system that converts the chemical energy in fuel and air into motion (mechanical) energy which is channeled to move the wheels. As a system, the car has the main parts that make it up. Each part of the car has their own role. This part is a complete system that compiles and supports every function of the vehicle. Broadly speaking, there are several car parts, namely:

1. Power Unit (Engine)
2. Power Transfer System (Drivetrain)

3. Suspension System
4. Support and Support (Body)
5. Car Electrical System

TECHNICAL LIGHT VEHICLE

Car Electrical System (kɑːr ɪˈlɛktrɪkəl ˈsɪstɪm) *Sistem Kelistrikan Mobil*

The car electrical system is a series of electrical energy arranged to perform a specific function in a car. In other words, all systems that utilize electrical energy enter the car's electrical system. Car electrical system functions

1. Allows the spark plugs to pop so that the gasoline engine can run
2. As a machine security and safety system
3. The electrical system can increase driving comfort

Car Components (kɑː kəmˈpəʊnənts) *Komponen-komponen Mobil*

Car components are a series of parts attached to the car that support the car. These components are in the form of car accessories, car engines, car drives and so on.

Coolant Passages (ˈkuːlənt ˈpæsɪdʒɪz) *Pendingin Silinder, Saluran Pendingin*

In car and motorcycle engines that use a radiator cooling system, in the cylinder block there is a water jacket which is used as a place for the engine to circulate water coolant. But on an engine whose cooling system does not use a radiator, the cylinder block has cooling fins. The point is to apply heat from the inside out, so that the engine temperature does not heat up quickly.

www.teknisimobil.com

Piston Components

Big End Bearing, (bɪg ɛnd ˈbeərɪŋ), *Bantalan Ujung Besar*
The connecting rod of the large end bearing is located at the end of the crank. The crankshaft rotates inside the bearing connecting rod, which carries the load. Connecting rod force displacement of the crankshaft force and up and down movement into rotary motion.

www.ppepower.com

Connecting Rod, (kəˈnɛktɪŋ rɒd), *Batangan Seher*
Piston Handlebar, Confectionery or Connecting Rod is one of the engine components that functions to connect the piston to the crankshaft and then receives power from the piston obtained from combustion and passes it to the crankshaft.

www.ppepower.com

Connecting Rod Bolts (kəˈnɛktɪŋ rɒd bəʊlts), Stang Baut Seher
Connecting rod bolts function as a place to attach the bolts needed in the piston

www.ppepower.com

7. Biography

Personal Details

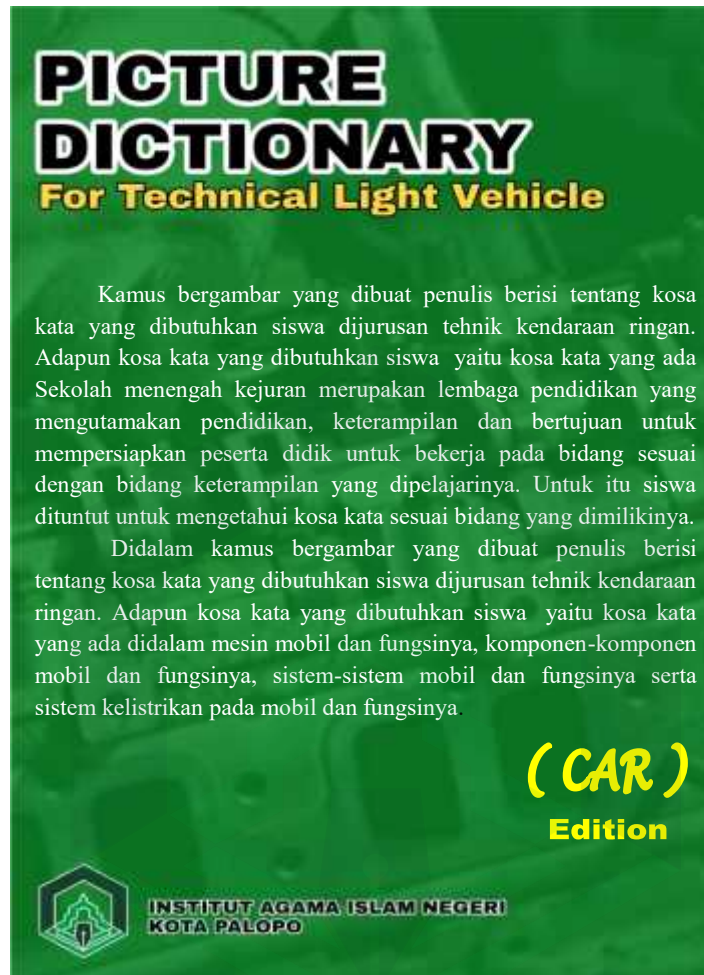|	
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2010-2013 State Junior High School Alfurqan Noling
2013-2016 State Senior High School 1 Bua Ponrang
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8. Daftar Pustaka

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   mesin.html#a0h=161272467434370&referrer=https%3A%2fwww.google.com&amp_tf=Dari %251%24s

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9. Sampul

PICTURE DICTIONARY
For Technical Light Vehicle

Kamus bergambar yang dibuat penulis berisi tentang kosa kata yang dibutuhkan siswa dijurusan tehnik kendaraan ringan. Adapun kosa kata yang dibutuhkan siswa yaitu kosa kata yang ada Sekolah menengah kejuran merupakan lembaga pendidikan yang mengutamakan pendidikan, keterampilan dan bertujuan untuk mempersiapkan peserta didik untuk bekerja pada bidang sesuai dengan bidang keterampilan yang dipelajarinya. Untuk itu siswa dituntut untuk mengetahui kosa kata sesuai bidang yang dimilikinya.

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(CAR)
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